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ABSTRACT

PRIDE is an acronym derived from program review for improvement, development, and expansion of vocational education. Questionnaires were administered to 29,864 students and 15,463 parents to determine parent and student responses to vocational education. A general conclusion from statewide reports was that both adults and youth were positive in their response to vocational education. Respondents were in favor of vocational education, vocational guidance, and the educational programs which related to future employment and education beyond high school. The two extremes in this survey dramatically identified job placement as a less positive item contrasted to the overwhelming acceptance of experience as a prerequisite for the teacher in vocational education. Fifty-nine percent of the parents compared to 44 percent of the youth responded that they were satisfied with the school program in their school district. Both groups indicated a positive response that vocational instructors should assist vocational students with job placement in their first opportunity upon graduation. (GB)

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OHIO PRIDE IN VOCATIONAL EDUCATION

Parent and Student Survey

DIVISION OF VOCATIONAL EDUCATION
AND
DIVISION OF GUIDANCE AND TESTING

April 1971

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FOREWORD

The Parent and Student Vocational Education Survey was designed as an integral part of Project PRIDE. The survey instruments constructed for this project contained an answer document for both the student and parent. These instruments sought to identify the extent to which vocational education practices and philosophies were favorably perceived by adults and youth participating in the survey. Nearly 30,000 high school students cooperated in this project. They returned over 15,000 parent (or guardian) answer documents for tabulation.

The Field Supervisors of the Division of Guidance and Testing made a considerable contribution to this report. The data in this report were derived from computer print-out documents provided by National Scanning, Inc., Columbus, Ohio; whose professional competence and consultation are greatly appreciated. Additional appreciation is extended to Birgit Cooper, for designing the tables contained in this report. Debbie Igou and Betty Baumann, are also thanked for their clerical assistance in preparing this report. Thanks is extended to those many high school counselors and those vocational educators who have made this study possible. Without the thousands of high school students and their parents this part of PRIDE would not have been possible. In short, there are many hundreds of individuals both professional and lay who have contributed to this document.

April 1971

Dermot J. Schnack
Division of Guidance and Testing

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INTRODUCTION

The instrument which generated the data for this report is a part of PRIDE. The word PRIDE is an acronym which has been derived from program review for improvement development and expansion of vocational education. The two questionnaires were designed to identify parent and student perceptions of selected vocational education positions vis-a-vis curriculum, guidance, facilities and equipment, finances, and staff. The statements about education were constructed in one sentence items to which respondents were asked to respond. Participants in the survey were provided an opportunity to select one of five responses. Thus, the students and parents were provided the option of selecting; strongly agree, agree, undecided, disagree, or strongly disagree.

The questionnaires were printed through National Scanning, Inc. They also provided the computer program on which the analyses of responses was developed. Distribution of the questionnaires was coordinated through the Field Services Section of the Division of Guidance and Testing.

Each student answer sheet contained a code number identical to that which appeared on his parent answer document. This numbering system permitted a match to be made via the computer between parent and student response. The parent-student cross tabulation compared the student's response with the response of that student's parent (or guardian). In this vocational education survey there were 29,864 student respondents. There were 15,463 parent respondents.

The data in the statewide totals is available in tables 1.01 and 1.02. In tables 2.01 through table 2.40 there are computations which compare student responses with parent responses. In table 3.01, 3.02 and 3.03 responses are tabulated in regard to the relationship of the respondent to vocational education. Thus, students enrolled in vocational education are compared to students not enrolled in a vocational program. In addition, parent respondents are grouped in accordance with their child's relationship to vocational education. In table 4.01 male student responses are compared with the responses of female students. Tables 5.01 and 5.02 provide comparison data of ninth and twelfth grade. Thus, parents whose offspring are enrolled in ninth grade programs are compared with the responses of those parents whose children are enrolled in twelfth grade programs. In addition, student respondents who classified themselves as either ninth graders or twelfth graders are grouped in relation to the 61 items on their questionnaire.

I. STATE TOTALS (Table 1.01)

A. Parent Responses

The data in this portion of the narrative report have been derived from a frequency count of 23,993 parent respondents. This cumulative total is extrapolated from 15,463 parent answer documents.

Curriculum-General identified three items which were clearly supported by more than a 90% favorable response. Parents clearly support the position that employment preparation (No. 2) should be available in high school. They also endorsed the idea that vocational education should provide knowledge and develop skills for employment (No. 4). Completing an application and getting a job interview (No. 11) is another part of general curriculum that parents support.

In the Guidance portion of the survey parents strongly endorsed the idea that vocational counseling (No. 28) should be available for all students. They also supported the position that more information (No. 32) about vocational education should be made available to students and parents. Parents also endorsed the idea that graduates should be prepared for further education and/or employment (No.35).

In those items which were designed to explore staffing, parents valued highly (No. 50) the idea that vocational teachers should have experience in the field in which they teach. With regard to Finances, parents supported the idea that federal funds for vocational education should be expanded (No. 43). They also endorsed the position that state monies for vocational education should be increased (No.44). Facilities and Equipment statements revealed that parents support the idea (No. 47) that job skills teaching requires use of equipment similar to that used in business and industry.

In conclusion, parent responses to the Parent and Student Vocational Education Survey were clearly supportive of Vocational Education and Vocational Guidance. The parents' strongest support was in those few items in curriculum that related to employment preparation and the development of knowledge and skills for employment. They also supported those ideas in Guidance which were designed to identify the extent to which guidance and counseling should be made available to them. A reliance on support for Vocational Education at the Federal and State level was also evident. The parents also endorsed the practice long established in Vocational Education of employing teachers and instructors who are experienced in the field in which they teach.

I. STATE TOTALS (Table 1.02)

B. Student Responses

The data included in this portion of the narrative have been derived from the cumulative total provided from the answer documents of 29,864 students. These respondents marked 61 items, 40 of which were identical to items on the parent survey.

Items in this survey to which students responded very positively, (80% or more agreed or strongly agreed) in their answers include the following curriculum items: Employment preparation as a part of high school curriculum (item No.2); knowledge and skills as being a part of the vocational curriculum (No.4); leadership skills as being a desirable part of the high school curriculum (No. 8).

From items designed to explore Curriculum Agriculture a positive response to No. 15 was revealed; learning how to care for animals and growing plants. In Business and Office Education curriculum, students favored the incorporation of data processing as a part of the program; (No. 16). In Distributive Education curriculum, students value job experience (No. 22) as a part of the program. In Home Economics curriculum, students responded positively to the idea that future homemakers should have the opportunity to learn cooking, sewing, and careing for children (No. 27). In Guidance, students supported the idea that more information on vocational education programs and courses should be made available (No.40). The students also supported the idea that graduates of high school should be preparted for either employment or higher education (No. 45).

Students responded positively to the idea that vocational instructors' should assist graduates in obtaining a first job. (No. 58). They also supported the idea that school administrators should be available for conversations with them (No. 61).

Students responses to the 61 items on the survey were generally positive. There were numerous items in which students responses tended to cluster in the undecided part. However, the clearly positive responses to the curriculum items mentioned here and to the guidance program statements indicate that Vocational Education and guidance are regarded in a positive manner by those youth who participated in this survey.

II. PARENT AND STUDENT RESPONSES COMPARED

(Tables 2.01 through 2.40)

In the comparison of parent and student responses 15,463 matched sets were used. This comparison of parent and their students responses was generated by matching numbered answer documents. Each student answer document had been matched prior to the administration of the instrument. Students, after taking the survey, were asked to take home the parent portion of the survey. They were also asked to return the completed parent document to school. This request of over 29,000 young people yielded nearly 15,500 parent answer documents which were than compared by computer with the numbered answer sheets provided the student group.

It was hypothisized that if young people responded as did their parents a relationship between the student respondents and the parent group would yield results similar to that found in table 2.10. In this table, which stated that students should not be permitted to drop out of school without having a job, student responses tended to cluster in a pattern similar to the pattern identified in the Parent Answer Documents.

In Table 2.15 and 2.36 students tend to more often respond "undecided" about the item when compared to their parents. It is reasonable to assume that because Table 2.15 referred to wholesale and retail marketing and Table 2.36 referred to closed-circuit T.V. that students were motivated to the undecided category because of a lack of experience or a lack of awareness.

In contrast, Table 2.39 shows that students tended to cluster their responses "strongly agree". Perhaps because this item referred to the vocational instructor and his experience in his craft or his trade the students placed a higher value on this as a requisite for teaching than did their parents. It is interesting to note that wheras 625 parents made no response to this item over 300 children of these parents "strongly agreed" that experience was necessary for the vocational teacher.

If one had hypothisized that there would be vast differences between parents as a group and students as a group it is evident by these tables that no such posture is present. These 15,463 matched answer documents demonstrate a remarkable number of similarities between students and parents. If there is any

basis for identifying differences between youth and adults it would seem to lie in the fact that students tended most often to cluster their responses in the "agree" category. Consequently, an appropriate hypothesis for this survey activity would be that adults (parents and/or guardians) are more likely to distribute their responses among five choices when compared with the responses of their offspring. It is possible that maturity plays a factor here. Adults, with their broad experience, tend to evaluate more critically statements about education than do their children. This survey and these tables comparing youth and adults testify that Vocational Education philosophy, practices, and expectations are well received in Ohio at this time.

III. VOCATIONAL EDUCATION AS A VARIABLE (Table 3.01 and, 3.02, and 3.03)

This section of the report covers the seventy-four statements used in both survey instruments. Table 3.01 contains data derived from those forty items which were common to both parents and students. Table 3.02 contains data derived from the items for the students only. The items in Table 3.02 (Numbers 41 through 61) are those to which students only responded. Table 3.03, beginning with item 62 and concluding with item 74, contains those eleven statements to which only parents responded.

Reference to the respondent in this report is as follows: Parents, Vocational, refers to those parents whose youngsters are enrolled in a vocational program. Parents, Non-Vocational, refers to those parents who have classified themselves as being the parent or guardian of a youngster enrolled in a program other than vocational education. Students, Vocational, refers to those students enrolled in a vocational program. Students, Non-Vocational, refers to those students enrolled in a program other than vocational education.

Vocational and Non-Vocational respondents indicate that vocational counseling should be available for all (No. 1); vocational teachers should have work experience in the field in which they teach (No. 8); employment preparation should be a part of the high school program (No. 12); more information should be available about vocational programs (No. 13); preparation for further education and/or employment should be an outcome of the high school (No. 29); developing knowledge and skills for employment (No. 36); local agriculture-related businesses to assist in planning agriculture education (No.37).

Parents, both Vocational and Non-Vocational, value follow-up cooperation (No. 4). There appeared to be a sizeable difference between the parents group and the students group. However, vocational education did not differentiate in either case

Both parent groups valued No. 21; students should plan for additional education after graduation, than did the students. However, in neither case did vocational education differentiate between the groups of parents or students. In item No. 7, which refers to satisfaction with the high school program in general, parents respond positively in more cases than did students and students, Vocational, were more positive than were Students, Non-Vocational. Parents, Vocational, were more positive in reference to item No. 18 than were Parents, Non-Vocational. Relating course contents to career planning (No. 20) was valued more by Parents, Vocational, than Parents, Non-Vocational.

That students should have tentative career plans before entering the 9th grade (No.26) was valued more by Parents, Vocational, and Students, Vocational, than by Parents, Non-Vocational or Students, Non-Vocational. Parents, Vocational, were more positive in their response to item No. 27 than were Parents, Non-Vocational. Students, Vocational, were more positive in their response to item No.28 than were Students, Non-Vocational. In this case, Students, Vocational, compared to Students, Non-Vocational, favored more emphasis on preparing students for employment.

More Parents and Students, Vocational, than Parents and Students, Non-Vocational, favored (No. 32); more local financial support for vocational education. Vocational education is also the factor that differentiates parents and students on (No. 33); counseling services for both youth and adults. Students, Vocational, regard (No.35) more positively than do Students, Non-Vocational. Students, Vocational, were more accepting of (No. 38); opportunities for free vocational education should be made available after high school. Vocational education differentiated between parent and student groups in relation to item No. 39: shop or lab fees for vocational education should be paid by the Board of Education.

Vocational education as a variable did not appear as a difference in item No. 51; schools should help students find part-time jobs. Students, Vocational, were more inclined to agree with this item than were Students, Non-Vocational.

Students, Vocational, favored item No. 60 more than did the Students Non-Vocational. In this case, the vocational education as a variable demonstrated that Students, Vocational, were more favorable than were the Students, Non-Vocational. Students, Vocational, regarded club and other sponsored after school activities as being more valuable than did Students, Non-Vocational.

Parents, Vocational, favored No. 65 more than did Parents, Non-Vocational. Thus, vocational education did differentiate between the two parent groups by favoring federal funds for vocational education. Parents, Vocational, also favored more positively item No. 70 than did the Parents, Non-Vocational. In this case, Parents, Vocational, favored providing vocational education for students who are socially and economically disadvantaged. Providing good management courses for adults (No. 72) was favored by Parents, Vocational more often than by Parents, Non-Vocational.

This section of the report demonstrates that vocational education as a variable operates selectively. While most items in this survey were not differentiated by vocational education alone, there were several cases in the frequency of responses of Parents, Vocational and Students, Vocational, did differentiate between the two groups.

IV. SEX AS A VARIABLE (Table 4.01)

For item No. 14 there was a greater acceptance by female students than by male students that agriculture-related business should assist in planning Agriculture Education programs. Statement No. 19 was another instance in which the girls favored an item slightly more than boys. Girls regard typing as being appropriate for every high school graduate more often than did the male students. In item No. 20 the girls accepted the statement as written. Girls regard office jobs as requiring specific skills which should be taught in the high school.

In the curriculum area of Home Economics girls were more favorable than boys to items 24 through 28. There appears to be a sex typing in the following: home and family living (No. 24); learning how to spend money wisely (No.25); learning how to care for young children (No. 26); learning how to cook, sew, and maintain the home (No.27); preparing young people for marriage (No.28).

More girls than boys favored item No.30; expanding vocational programs to include health occupations. In Guidance more girls than boys favored making counseling services available to school drop-outs (No.35). Girls more than boys, favored using student opinions and interest to help plan school programs (No.48).

More boys than girls favored having shop or lab fees paid by the Board of Education (No. 53). In No. 60 more girls than boys favored increasing the number of counselors.

There was not a marked difference between boys and girls in the 61 student items. In almost every case the statements presented in the survey were regarded positively. Only a few items revealed a difference between the sexes. These differences were in Business and Office Education and Home Economics Education. In only one case were the boys responses more favorable than girls.

8 V. GRADE LEVEL AS A VARIABLE (Tables 5.01)

A. Responses of 9th grade parents compared to responses of 12th grade parents.

In this section of the report parent answers were compared according to the grade level and program of their children. Parents answer sheets had been coded to identify a grade level in which their child was enrolled. There had also been an opportunity for the parents to identify the curriculum of the student.

In the case of item No. 1, which refers to satisfaction with the school program, almost three-fourths of parents of 9th grade pupils enrolled in vocational education responded positively to the item. The parents of students in the 9th grade, non-vocational curriculum also were satisfied with the school program. Parents of 12th grade non-vocational pupils, were generally satisfied. When parents of all 9th graders were tabulated, approximately three-fourths responded with agree or strongly agree. However, only slightly more than two-thirds of the 12th grade students responded positively to this item. Parents satisfaction with the school program was positive.

A contrast to item No. 1 is item No. 10, which refers to the early school leavers. In this case, parents of 9th grade students were more positively oriented to the statement than were parents of 12th grade students. There is only a 4% difference in the response of the parents of 9th grade youngsters (in this case parents of students enrolled in non-vocational curriculum). The realities of high school education reach parents of 12th grade youngsters in such a way that they are less likely to make droping-out of school conditional upon employment. A further comparison of adult responses on the survey is found in job placement; item No. 5. Both groups of parents tended to respond less positively to this item than other items in the survey. Therefore, adults who have youngsters enrolled in high school programs, either vocational or non-vocational, regard job placement as something other than the school's responsibility.

Further contrasts are found in item No. 28. In this case the parents of students enrolled in vocational programs tend to regard more positively the idea that vocational counseling should be available for all students.

Statements No. 2 and No. 4 are items which parents responded almost 100% positively. Preparing high school graduates for either employment or additional education was endorsed by 99% of the parent group in all cases. Almost as positively perceived was No. 50; a universal practice in vocational education of providing teachers and instructors who have had adequate employment experience in their chosen craft or trade.

An increase in local support for vocational education (No. 40) was regarded positively by slightly more than three-fourths of the parents whose students were in vocational programs, compared to slightly more than two-thirds of the parents whose students were enrolled in non-vocational programs. This contrasts to item No. 44 in which 90-91% of the parents of youth enrolled in vocational programs felt that the Federal government should increase its support for vocational education. 83-85% of the parents of pupils enrolled in non-vocational programs responded positively to an increase in Federal support for vocational education.

While financing vocational education had positive responses in regard to local support and support by state and federal government (No.42 and No.43) there was a tendency to regard with caution the notion as expressed in item No.41. Here the statement reads that the local school boards should absorb the fees for school programs. Only two-thirds of all parents whose youngsters were enrolled in high school saw this in a positive way, compared to 61% of the parents of students enrolled in the 12th grade. This contrasts to a very positive endorsement in item No.42; youth should have an opportunity to earn some money while enrolled in school. From 93-95% of the parents whose youngsters were enrolled in vocational programs responded to this as either agree or strongly agree. 90% of the parents whose students were enrolled in non-vocational programs also responded positively to this item. Thus, 91% of the parents responding to this survey saw earning while learning as a positive activity.

Using closed-circut T.V. (No.45) in the instructional program in high school was opposed by 40% of the parents whose youngsters were enrolled in the 12th grade. This compares to more than one-third disagreement on the part of parents whose students were in the 9th grade. Two-thirds of those parents whose children were enrolled in vocational programs received this idea positively. This contrast to 59-63% of those parents whose offspring were enrolled in non-vocational educational programs. The last item further confirms the generalization

that with few exceptions parents received most of the parent items in the parent portion of the Parent-Student Vocational Education Survey in a positive manner.

V. GRADE LEVEL AS A VARIABLE (Table 5.02)

B. Responses of 9th grade students compared to responses of 12th grade students

There are two items in which there is a noticeable difference in terms of grade level cumulative response. A difference is defined as approaching 10% plus or minus between the cumulative responses of the 9th grade and the 12th grade groups. In curriculum, item No.1, states that the high school program in our district is highly satisfactory. To this item, more of the 9th grade students responded positively than did the 12th grade students. Guidance item in which there is a difference between the two grade levels is No.39. In this situation, more 9th grade students than 12th grade students responded afirmatively to the idea that, "With the help of their parents, students should start career planning by at least the 7th or 8th grade."

Students valued employment preparation as a part of the high school (No. 2); vocational education as providing both knowledge and skills (No.4); and vocational programs in sufficient quantity to meet the needs of all students (No.6). The student groups endorsed the idea that leadership skills should be a part of their curriculum (No.8). They also regard more job training courses as being a necessary goal for their high school (No. 12).

Specific reference to a vocational curricula area were found in items 14 through 32. More seniors than 9th graders regarded growing plants and/or caring for animals as appropriate agriculture education activity. They also endorsed the idea that data processing should be available in their schools. (No.16). Both student groups believed that representative business and office employers should assist in planning for office education programs (No. 18). Both groups also endorsed the idea that office occupations require specific skill training which should be a part of the high school curriculum (No. 20). Similarly, 9th graders and 12th graders regarded

future homemaking education as being comprised of learning about cooking, sewing, and maintenance of the home (No.27).

In item No. 30 the students of the 9th grade and 12th grade favored including health occupations education as a part of the high school vocational education program. Better than 90% of the students in both groups believed that industry and labor representatives should assist in planning trade and industrial type programs (No. 31). Nearly 100 % of the seniors and 94% of the 9th graders responded positively to the idea expressed in statement No. 32; students should be helped to understand the advantages and disadvantages of union membership.

The data supplied by the vocational education survey, it is apparent that grade level, in this case 9th and 12th grade, did not differentiate between the respondents to this instrument. The student groups tend to support the practice and philosophy which is characteristic of vocational education. They favor the expansion of programs. The students as groups regard the inculcation of career orientation to the world of work with less assurance than the expansion of the curricula in business and office education, trade and industrial education, and homemaking education.

CONCLUSION

The Parent and Student Vocational Education Survey Document was administered to 29,864 students and 15,463 parents. In tabulating the parent responses the computer program was designed to repeat for numerous tabulations those parent answer documents which had been coded by parents having students in several grades in high school. Therefore, there are 23,993 individuals tabulated in the statewide total for the parent portion of the Vocational Education Survey.

A general conclusion from the statewide reports is that both adults and youth were positive in their response to items contained in this survey. Adults and youth showed a marked difference in the apparent reluctance of the young people to use strongly agree or strongly disagree. This reluctance was not noticed in the parent group.

An analysis of responses by vocational education as compared to not-vocational education did not uncover any specific pattern in favor of either group. Parents of young people in vocational education were slightly more favorable in their responses to the items. However, this slight propensity toward positive responses on the part of the vocational group was not extensive.

The analysis of student responses on the basis of sex did not uncover a specific difference in favor of either boys or girls. There was a noticeable sex typeing in those items which identified such things as health occupations, homemaking, and business and office education.

In comparing responses of parents and students in relationship to school grade there seem to be little or no grade differentiation. Thus, parents of ninth grade students compared with parents of twelfth grade students tended to respond similarily as a group. This was also true of the young people. Ninth grade student responses compared with twelfth grade student responses showed marked similarities. There is evidence that Vocational Education is positively regarded by all groups. Items in this survey were regarded more positively by students and parents related to twelfth grade in school.

The Vocational Education Survey identified numerous practices, policies, and philosophies of Vocational Education and Vocational Guidance. Almost universally the respondents were positive in their acceptance of these items. They clearly were in favor of Vocational Education, Vocational Guidance and the educational programs which related to future employment or education beyond high school. The two extremes in this survey dramatically identified job placement as a less positive item contrasted to the overwhelming acceptance of experience as a pre-requisite for the teacher in Vocational Education.

Fifty-nine percent of the parents responded in this survey that they were satisfied with the school program in their school district. This compared to forty-four percent of the youth. Both the parent group and the student group did indicate a positive response to the idea that vocational instructors should assist vocational students with job placement in their first opportunity upon graduation. A very distinct favorable adult response indicates that the parents value preparation for employment or further education. The adults also value highly the ability to secure and conduct a job interview as an outcome of education.

Expansion in Vocational Education and improvement in guidance practices seem to be highly sanctioned if the data collected by this survey is valid. With this survey and its great amount of detail, Vocational Educators and Pupil Personnel workers have motives to expand and improve their programs.

TABLES

TABLE 1.01

STATE TOTALS - PARENTS

	Strongly Agree %	Agree %	Un-decided %	Disagree %	Strongly Disagree %
CURRICULUM ... GENERAL					
1 In general, the high school program in our district is highly satisfactory.	8	51	16	18	5
2 The opportunity for employment preparation should be available in high school.	43	51	4	2	1
3 Schools should place more emphasis on preparing students for employment.	34	49	10	6	1
4 Vocational education should provide knowledge and develop skills for employment.	41	55	3	1	0
5 Job placement should be a responsibility of the schools.	6	15	24	43	11
6 The number of vocational education programs offered should be large enough to meet the needs of all interested students.	32	56	7	4	1
7 Opportunities for free vocational education should be made available after high school.	15	36	19	22	7
8 There should be more opportunities for high school youth to develop leadership skills.	18	55	19	7	1
9 The schools should provide high school youth with employable skills for jobs after graduation.	28	55	10	6	1
10 Students should not be permitted to drop out of school without having a job.	36	33	15	12	4
11 Graduates should know how to complete a job application and how to get a job interview.	52	45	2	1	0
12 Students who are socially and economically disadvantaged should be enrolled in vocational education.	20	40	22	13	5
CURRICULUM ... ADULT					
13 Job training for adults should reduce unemployment.	21	56	15	6	2

TABLE 1.01 CONTINUED

	Strongly Agree %	Agree %	Un-decided %	Disagree %	Strongly Disagree %
CURRICULUM ... ADULT CONT'D					
14 Short courses should be available to help adults to learn new job skills.	23	62	10	4	1
15 Adult education for employment skills should be available during the day.	12	42	27	15	4
CURRICULUM ... AGRICULTURE					
16 Local agriculture-related businesses should assist in planning agriculture education programs.	13	61	20	5	1
CURRICULUM ... BUSINESS AND OFFICE					
17 Courses related to data processing (computers) should be available in high schools.	22	53	15	8	2
18 More office occupation courses should be provided in high school.	14	48	27	10	1
19 Representative business and office employers should assist in planning office education programs.	21	62	12	4	1
CURRICULUM ... DISTRIBUTIVE EDUCATION					
20 Distributive education courses should relate to local wholesale and retail marketing.	7	45	38	10	2
CURRICULUM ... HOME ECONOMICS					
21 Training in personal income management should be available for students.	30	57	9	3	1
22 Students should have the opportunity to study home and family living.	16	64	13	6	1
23 Home economics offerings should be expanded to include job training in food preparation and service.	19	59	15	6	1
CURRICULUM ... TRADE AND INDUSTRIAL					
24 Students should have more opportunity to study the labor movement in America.	11	51	27	9	2
25 There ought to be high school vocational programs to prepare youth for the health occupations.	15	59	20	5	1
26 Industry and labor representatives should assist in planning trade and industrial type courses.	26	58	12	3	1

TABLE 1.01 CONTINUED

	Strongly Agree %	Agree %	Un-decided %	Disagree %	Strongly Disagree %
CURRICULUM ... TRADE AND INDUSTRIAL CONT'D					
27 Schools should provide mid-management courses for adults.	7	37	40	14	3
GUIDANCE ... COUNSELING					
28 Vocational counseling should be available for all students.	37	56	4	2	1
29 School counseling services should be available for both youth and adults.	17	51	18	13	2
30 School counseling services should be available for school drop-outs.	26	48	13	10	4
GUIDANCE ... INFORMATION					
31 Students, with the help of their parents, should start career planning by at least the 7th or 8th grade.	17	42	13	23	5
32 More information should be available to students and parents about vocational courses.	37	54	7	2	0
33 Teachers should relate course content to career planning.	15	65	15	4	1
34 Students should learn about the world of work during elementary school.	11	44	18	21	5
GUIDANCE ... PLACEMENT					
35 High school graduates should be prepared for further education and/or employment.	59	38	2	1	0
36 High school students should plan for additional education after graduating.	27	51	16	5	1
GUIDANCE ... PROGRAM PLANNING					
37 More vocational guidance is needed in grades 9 through 12.	33	49	13	4	1
GUIDANCE ... RESOURCE COORDINATION					
38 Students should have tentative career plans before entering the 9th grade.	8	41	24	23	4
GUIDANCE ... RESEARCH					
39 After graduation, students should cooperate in any follow-up survey about their employment.	19	63	12	4	1

TABLE 1.01 CONTINUED

	Strongly Agree %	Agree %	Un-decided %	Disagree %	Strongly Disagree %
FINANCES					
40 Local financial support for vocational education should be increased.	15	34	33	14	5
41 Shop or lab fees for vocational students should be paid for by the Board of Education.	13	31	24	25	7
42 The opportunity to earn money should be available to students as part of their vocational education.	24	57	12	6	1
43 The federal government should provide more funds for vocational education.	34	38	18	7	3
44 There should be an increase in State monies for vocational education.	22	44	25	7	3
FACILITIES AND EQUIPMENT					
45 Vocational schools should be equipped with closed-circuit TV facilities.	7	33	37	18	6
46 Vocational education classrooms should reflect business and industrial settings.	18	58	18	6	1
47 The teaching of job skills requires the use of equipment similar to that used in business and industry.	26	65	8	2	0
48 Industrial and business type equipment should be used in vocational education.	23	67	8	2	0
STAFF					
49 Vocational teachers should be willing to assist their pupils in getting their first job.	24	50	15	10	1
50 Vocational teachers should have work experience in the field which they teach.	52	41	5	2	0
51 There should be more counselors in our schools.	23	35	25	12	4
52 Guidance counselors should have more than one year of employment outside of education.	28	41	24	6	1
53 Job training instructors should relate teaching to employment needs.	22	65	9	3	0

TABLE 1.02

STATE TOTALS - STUDENTS

	Strongly Agree %	Agree %	Un-decided %	Disagree %	Strongly Disagree %
CURRICULUM ... GENERAL					
1 In general, the high school program in our district is highly satisfactory.	8	36	26	19	11
2 The opportunity for employment preparation should be available in high school.	28	57	11	3	1
3 Schools should place more emphasis on preparing students for employment.	21	47	22	8	2
4 Vocational education should provide knowledge and develop skills for employment.	28	57	12	2	1
5 Job placement should be a responsibility of the schools.	9	21	30	32	8
6 The number of vocational education programs offered should be large enough to meet the needs of all interested students.	39	47	10	3	1
7 Opportunities for free vocational education should be made available after high school.	17	37	28	15	4
8 There should be more opportunities for high school youth to develop leadership skills.	30	51	15	3	1
9 The schools should provide high school youth with employable skills for jobs after graduation.	34	45	13	6	2
10 Students should not be permitted to drop out of school without having a job.	24	23	20	19	14
11 Students should study the role of business and industry in our society.	13	55	25	6	2
12 More job training courses should be provided in our schools.	29	47	19	4	1
13 Clubs and other sponsored after school activities should be just as important as classroom work.	21	35	22	15	6
CURRICULUM ... AGRICULTURE					
14 Local agriculture-related businesses should assist in planning agriculture education programs.	13	50	31	5	2

TABLE 1.02 CONTINUED

	Strongly Agree %	Agree %	Un-decided %	Disagree %	Strongly Disagree %
CURRICULUM ... AGRICULTURE CONT'D					
15 Students interested in learning how to grow plants and/or care for animals should have the opportunity to enroll in agricultural education programs.	27	55	14	3	2
CURRICULUM ... BUSINESS AND OFFICE					
16 Courses related to data processing (computers) should be available in high schools.	26	49	18	6	2
17 More office occupation courses should be provided in high school.	17	41	30	10	2
18 Representative business and office employers should assist in planning office education programs.	16	50	28	5	1
19 Every high school graduate should have a course in typing.	13	28	26	23	9
20 Office jobs require specific skills which should be taught in high school.	22	53	19	5	1
CURRICULUM ... DISTRIBUTIVE EDUCATION					
21 Distributive education courses should relate to local wholesale and retail marketing.	8	38	44	8	2
22 The best way to learn marketing is through on-the-job experiences.	25	46	21	6	2
CURRICULUM ... HOME ECONOMICS					
23 Training in personal income management should be available for students.	20	54	21	4	1
24 Students should have the opportunity to study home and family living.	17	52	22	7	2
25 Schools should provide an opportunity for students to learn how to spend money wisely.	22	48	17	9	4
26 High school youth should have the opportunity to learn how to care for young children.	21	46	22	8	3
27 Schools should teach future homemakers how to cook, sew, and maintain the home.	33	50	12	4	2
28 A course to prepare young people for marriage should be offered in high school.	29	36	21	9	6

TABLE 1.02 CONTINUED

	Strongly Agree %	Agree %	Un-decided %	Disagree %	Strongly Disagree %
CURRICULUM ... TRADE AND INDUSTRIAL					
29 Students should have more opportunity to study the labor movement in America.	10	42	37	9	2
30 There ought to be high school vocational programs to prepare youth for the health occupations.	17	51	26	5	1
31 Industry and labor representatives should assist in planning trade and industrial type courses.	16	52	26	4	1
32 Students should be helped to understand the advantages and disadvantages of union membership.	27	55	14	3	1
GUIDANCE ... COUNSELING					
33 Vocational counseling should be available for all students.	41	49	7	2	1
34 School counseling services should be available for both youth and adults.	21	51	19	7	2
35 School counseling services should be available for school drop-outs.	32	40	13	10	5
36 Guidance counselors help students make wise career plans.	17	39	25	11	7
37 Upon request, a counselor should explain the results of standardized tests to each individual.	25	49	21	5	2
38 Counselors should help students plan their careers.	19	47	20	9	5
GUIDANCE ... INFORMATION					
39 Students, with the help of their parents, should start career planning by at least the 7th or 8th grade.	14	30	22	23	11
40 More information should be available to students and parents about vocational courses.	33	52	12	3	1
41 Teachers should relate course content to career planning.	16	53	24	5	1
42 Students should learn about the world of work during elementary school.	9	29	27	27	8

TABLE 1.02 CONTINUED

	Strongly Agree %	Agree %	Un-decided %	Disagree %	Strongly Disagree %
GUIDANCE ... INFORMATION CONT'D					
43 In our school more occupational information should be available to students.	26	54	15	4	1
44 Occupational information should be provided to students through business and industrial tours.	20	54	20	4	1
GUIDANCE ... PLACEMENT					
45 High school graduates should be prepared for further education and/or employment.	40	47	10	2	1
46 High school students should plan for additional education after graduating.	21	39	28	10	3
47 Our schools should help students find part-time jobs.	29	39	19	11	3
GUIDANCE ... PUPIL APPRAISAL					
48 Student interests and opinions should help school administrators plan courses.	31	47	17	3	1
GUIDANCE ... PROGRAM PLANNING					
49 More vocational guidance is needed in grades 9 through 12.	28	43	21	6	2
GUIDANCE ... RESOURCE COORDINATION					
50 Students should have tentative career plans before entering the 9th grade.	9	32	28	23	8
GUIDANCE ... RESEARCH					
51 After graduation, students should cooperate in any follow-up survey about their employment.	10	48	31	8	3
FINANCES					
52 Local financial support for vocational education should be increased.	16	38	35	8	4
53 Shop or lab fees for vocational students should be paid for by the Board of Education.	23	26	25	19	6
54 The opportunity to earn money should be available to students as part of their vocational education.	32	47	15	5	1

TABLE 1.02 CONTINUED

	Strongly Agree %	Agree %	Un-decided %	Disagree %	Strongly Disagree %
FACILITIES AND EQUIPMENT					
55 Vocational schools should be equipped with closed-circuit TV facilities.	15	28	38	14	6
56 Vocational education classrooms should reflect business and industrial settings.	17	49	25	7	2
57 Students should be willing to attend another school in the area if it offers a vocational program they want and is not available in their school.	34	39	18	5	4
STAFF					
58 Vocational teachers should be willing to assist their pupils in getting their first job.	34	47	13	5	1
59 Vocational teachers should have work experience in the field which they teach.	54	38	6	2	1
60 There should be more counselors in our schools.	25	33	23	14	5
61 School administrators should be available to talk to students during the school day.	29	54	13	3	1

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.01

In general, the high school program in our district is highly satisfactory.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	1227	8	219	1	532	3	238	2	144	1	79	1	15	0
A	7605	49	689	4	3344	22	1899	12	1193	8	405	3	75	0
U	2475	16	157	1	912	6	763	5	424	3	193	1	26	0
D	2622	17	124	1	795	5	629	4	703	5	339	2	32	0
SD	777	5	38	0	177	1	153	1	185	1	217	1	7	0
NR	757	5	67	0	280	2	190	1	129	1	70	0	21	0

TABLE 2.02

The opportunity for employment preparation should be available in high school.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	6320	41	2063	13	3444	22	610	4	108	1	31	0	64	0
A	7499	48	1888	12	4540	29	792	5	156	1	41	0	82	1
U	618	4	151	1	350	2	79	1	25	0	10	0	3	0
D	253	2	50	0	145	1	45	0	10	0	2	0	1	0
SD	76	0	24	0	37	0	10	0	3	0	1	0	1	0
NR	697	5	197	1	384	2	76	0	18	0	2	0	20	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.03

Schools sho ld place more emphasis on preparing students for employment.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	4940	32	1228	8	2356	15	929	6	313	2	59	0	55	0
A	7334	47	1384	9	3674	24	1573	10	542	4	86	1	75	0
U	1489	10	219	1	685	4	395	3	153	1	22	0	15	0
D	870	6	144	1	343	2	230	1	120	1	23	0	10	0
SD	117	1	23	0	40	0	32	0	14	0	7	0	1	0
NR	713	5	150	1	342	2	135	1	61	0	8	0	17	0

TABLE 2.04

Vocational Education should provide knowledge and develop skills for employment.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	5984	39	1995	13	3304	21	529	3	74	0	17	0	65	0
A	8144	53	2135	14	4881	32	861	6	133	1	41	0	93	1
U	417	3	76	0	218	1	93	1	14	0	5	0	11	0
D	116	1	28	0	62	0	18	0	3	0	2	0	3	0
SD	61	0	16	0	28	0	12	0	3	0	1	0	1	0
NR	741	5	205	1	403	3	88	1	13	0	8	0	24	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.05

Job placement should be a responsibility of the schools.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	818	5	179	1	244	2	196	1	154	1	32	0	13	0
A	2291	15	281	2	661	4	642	4	559	4	118	1	30	0
U	3594	23	266	2	761	5	1187	8	1114	7	223	1	43	0
D	6379	41	382	2	1115	7	1943	13	2363	15	505	3	71	0
SD	1645	11	86	1	244	2	451	3	643	4	206	1	15	0
NR	736	5	70	0	175	1	210	1	214	1	48	0	19	0

TABLE 2.06

The number of vocational education programs offered should be large enough to meet the needs of all interested students.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	4576	30	2121	14	1921	12	347	2	98	1	46	0	43	0
A	8367	54	3146	20	4117	27	723	5	228	1	64	0	89	1
U	1015	7	335	2	493	3	116	1	36	0	23	0	12	0
D	610	4	232	2	284	2	59	0	22	0	8	0	5	0
SD	125	1	54	0	46	0	13	0	6	0	6	0	0	0
NR	770	5	311	2	311	2	85	1	31	0	12	0	20	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.07

Opportunities for free vocational education should be made available after high school.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	2270	15	537	3	886	6	528	3	219	1	70	0	30	0
A	5197	34	871	6	2038	13	1382	9	681	4	164	1	61	0
U	2843	18	372	2	1045	7	880	6	411	3	95	1	40	0
D	3299	21	400	3	1066	7	1006	7	639	4	156	1	32	0
SD	1089	7	136	1	310	2	305	2	222	1	101	1	15	0
NR	765	5	140	1	275	2	189	1	116	1	19	0	26	0

TABLE 2.08

There should be more opportunities for high school youth to develop leadership skills.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	2748	18	1003	6	1298	8	338	2	66	0	15	0	28	0
A	8168	53	2309	15	4366	28	1209	8	170	1	33	0	81	1
U	2791	18	675	4	1468	9	539	3	74	0	11	0	24	0
D	968	6	242	2	482	3	197	1	34	0	5	0	8	0
SD	132	1	32	0	64	0	23	0	9	0	3	0	1	0
NR	656	4	201	1	333	2	88	1	15	0	4	0	15	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.09

The schools hould provide high school youth with employable skills for jobs after graduation.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	4094	26	1610	10	1738	11	440	3	211	1	50	0	45	0
A	8206	53	2600	17	3876	25	1054	7	491	3	97	1	88	1
U	1432	9	385	2	700	5	212	1	105	1	15	0	15	0
D	903	6	242	2	428	3	145	1	66	0	17	0	5	0
SD	171	1	55	0	74	0	28	0	11	0	2	0	1	0
NR	657	4	239	2	267	2	85	1	35	0	13	0	18	0

TABLE 2.10

Students should not be permitted to drop out of school without having a job.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	5301	34	1589	10	1260	8	932	6	873	6	591	4	56	0
A	4960	32	1102	7	1273	8	1043	7	944	6	539	3	59	0
U	2287	15	436	3	514	3	562	4	480	3	270	2	25	0
D	1672	11	270	2	333	2	362	2	435	3	251	2	21	0
SD	585	4	103	1	126	1	106	1	107	1	135	1	8	0
NR	658	4	162	1	166	1	126	1	108	1	79	1	17	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.11

Local agriculture-related businesses should assist in planning agriculture education programs.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	1898	12	349	2	959	6	470	3	72	0	25	0	23	0
A	8895	58	1109	7	4677	30	2539	16	369	2	84	1	117	1
U	3042	20	278	2	1434	9	1114	7	141	1	43	0	32	0
D	729	5	75	0	342	2	253	2	46	0	9	0	4	0
SD	122	1	15	0	46	0	37	0	15	0	5	0	4	0
NR	777	5	95	1	351	2	233	2	46	0	20	0	32	0

TABLE 2.12

Courses related to data processing (computers) should be available in high school.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	3275	21	1158	7	1465	9	426	3	133	1	45	0	48	0
A	7718	50	1894	12	3999	26	1274	8	372	2	99	1	80	1
U	2311	15	436	3	1169	8	476	3	162	1	42	0	26	0
D	1194	8	216	1	557	4	274	2	107	1	30	0	10	0
SD	241	2	58	0	94	1	40	0	21	0	24	0	4	0
NR	724	5	184	1	335	2	125	1	39	0	17	0	24	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.13

More office occupation courses should be provided in high school.

Parents			Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	2045	13	506	3	836	5	498	3	155	1	30	0	20	0
A	7135	46	1183	8	3082	20	2039	13	667	4	82	1	82	1
U	3961	26	477	3	1549	10	1390	9	444	3	56	0	45	0
D	1510	10	188	1	558	4	516	3	215	1	23	0	10	0
SD	137	1	24	0	44	0	38	0	23	0	7	0	1	0
NR	675	4	112	1	278	2	184	1	70	0	12	0	19	0

TABLE 2.14

Representative business and office employers should assist in planning office education programs.

Parents			Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	3093	20	645	4	1533	10	744	5	115	1	23	0	33	0
A	9204	60	1359	9	4806	31	2477	16	385	2	71	0	106	1
U	1827	12	219	1	900	6	572	4	93	1	15	0	28	0
D	560	4	75	0	270	2	170	1	31	0	4	0	10	0
SD	104	1	17	0	35	0	33	0	10	0	6	0	3	0
NR	675	4	97	1	329	2	184	1	37	0	9	0	19	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.15

Distributive education courses should relate to local wholesale and retail marketing.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	950	6	126	1	372	2	357	2	63	0	17	0	15	0
A	6427	42	444	3	2655	17	2701	17	433	3	101	1	93	1
U	5532	36	337	2	1949	13	2690	17	387	3	94	1	75	0
D	1440	9	66	0	461	3	719	5	135	1	38	0	21	0
SD	230	1	19	0	69	0	100	1	27	0	14	0	1	0
NR	884	6	65	0	316	2	393	3	59	0	18	0	33	0

TABLE 2.16

Training in personal income management should be available for students.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	4374	28	1069	7	2334	15	770	5	128	1	29	0	44	0
A	8394	54	1614	10	4686	30	1694	11	265	2	51	0	84	1
U	1397	9	207	1	762	5	347	2	53	0	16	0	12	0
D	513	3	77	0	275	2	119	1	28	0	6	0	8	0
SD	88	1	15	0	38	0	22	0	8	0	4	0	1	0
NR	697	5	146	1	345	2	152	1	28	0	5	0	21	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.17

Students should have the opportunity to study home and family living.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	2368	15	571	4	1203	8	426	3	112	1	27	0	29	0
A	9419	61	1523	10	5153	33	1976	13	536	3	133	1	98	1
U	2004	13	247	2	956	6	579	4	168	1	29	0	25	0
D	854	6	100	1	422	3	219	1	80	1	24	0	9	0
SD	147	1	15	0	61	0	46	0	15	0	9	0	1	0
NR	671	4	131	1	321	2	145	1	42	0	13	0	19	0

TABLE 2.18

Students should have more opportunity to study the labor movement in America.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	1597	10	234	2	697	5	521	3	107	1	17	0	21	0
A	7494	48	713	5	3254	21	2744	18	596	4	105	1	82	1
U	3978	26	310	2	1569	10	1667	11	342	2	62	0	28	0
D	1356	9	102	1	461	3	577	4	164	1	42	0	10	0
SD	284	2	20	0	92	1	122	1	38	0	9	0	3	0
NR	754	5	76	0	290	2	285	2	68	0	15	0	20	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.19

There ought to be high school vocational programs to prepare youth for the health occupations.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	2222	14	509	3	1118	7	461	3	94	1	9	0	31	0
A	8691	56	1340	9	4650	30	2228	14	325	2	63	0	85	0
U	2932	19	399	3	1442	9	893	6	129	1	34	0	35	0
D	789	5	108	1	383	2	227	1	54	0	10	0	7	0
SD	146	1	24	0	53	0	46	0	17	0	6	0	0	0
NR	683	4	112	1	330	2	188	1	32	0	7	0	14	0

TABLE 2.20

Industry and labor representatives should assist in planning trade and industrial type courses.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	3786	24	765	5	1939	13	874	6	127	1	37	0	44	0
A	8610	56	1288	8	4624	30	2205	14	334	2	71	0	88	1
U	1758	11	229	1	846	5	560	4	84	1	19	0	20	0
D	509	3	70	0	253	2	144	1	29	0	5	0	8	0
SD	136	1	20	0	55	0	45	0	5	0	9	0	2	0
NR	664	4	107	1	314	2	188	1	28	0	8	0	19	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.21

Vocational counseling should be available for all students.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	5432	35	2468	16	2507	16	308	2	80	1	22	0	47	0
A	8359	54	3237	21	4328	28	530	3	146	1	40	0	78	1
U	611	4	200	1	310	2	76	0	11	0	6	0	8	0
D	282	2	88	1	150	1	27	0	12	0	2	0	3	0
SD	91	1	32	0	42	0	9	0	3	0	5	0	0	0
NR	688	4	299	2	301	2	50	0	14	0	7	0	17	0

TABLE 2.22

School counseling services should be available for both youth and adults.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	2448	16	674	4	1249	8	346	2	104	1	40	0	35	0
A	7535	49	1606	10	4038	26	1302	8	391	3	104	1	94	1
U	2617	17	493	3	1327	9	546	4	180	1	38	0	33	0
D	1874	12	336	2	913	6	380	2	180	1	38	0	27	0
SD	351	2	63	0	151	1	74	0	45	0	15	0	3	0
NR	638	4	128	1	306	2	121	1	44	0	17	0	22	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.23

School counseling services should be available for school drop-outs.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	3775	24	1422	9	1478	10	423	3	259	2	148	1	45	0
A	7064	46	2154	14	3042	20	892	6	647	4	261	2	68	0
U	1903	12	472	3	771	5	332	2	218	1	91	1	19	0
D	1472	10	364	2	569	4	206	1	229	1	94	1	10	0
SD	601	4	159	1	199	1	79	1	96	1	67	0	1	0
NR	648	4	229	1	212	1	87	1	64	0	41	0	15	0

TABLE 2.24

Students, with the help of their parents, should start career planning by at least the 7th or 8th grade.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	2511	16	541	3	830	5	475	3	480	3	159	1	26	0
A	6337	41	1017	7	2142	14	1363	9	1301	8	448	3	66	0
U	1845	12	226	1	546	4	459	3	438	3	157	1	19	0
D	3404	22	337	2	888	6	718	5	984	6	443	3	34	0
SD	675	4	60	0	135	1	122	1	195	1	158	1	5	0
NR	691	4	95	1	219	1	140	1	144	1	73	0	20	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.25

More information should be available to students and parents about vocational courses.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	5397	35	2097	14	2608	17	525	3	93	1	18	0	56	0
A	8004	52	2510	16	4287	28	893	6	191	1	40	0	83	1
U	1015	7	255	2	540	3	171	1	38	0	6	0	5	0
D	295	2	60	0	161	1	48	0	21	0	5	0	0	0
SD	48	0	14	0	22	0	8	0	1	0	3	0	0	0
NR	704	5	245	2	325	2	85	1	23	0	7	0	19	0

TABLE 2.26

Teachers should relate course content to career planning.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	2243	15	495	3	1176	8	461	3	83	1	14	0	14	0
A	9507	61	1520	10	5297	34	2079	13	427	3	77	0	107	1
U	2234	14	282	2	1173	8	590	4	132	1	26	0	31	0
D	593	4	83	1	293	2	158	1	39	0	15	0	5	0
SD	106	1	10	0	49	0	28	0	9	0	7	0	3	0
NR	780	5	143	1	380	2	186	1	36	0	14	0	21	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.27

Students should learn about the world of work during elementary school.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	1657	11	222	1	543	4	378	2	388	3	111	1	15	0
A	6569	42	572	4	2057	13	1754	11	1688	11	436	3	62	0
U	2610	17	170	1	713	5	782	5	717	5	196	1	32	0
D	3145	20	201	1	769	5	802	5	1052	7	291	2	30	0
SD	729	5	51	0	142	1	158	1	262	2	110	1	6	0
NR	753	5	77	0	201	1	201	1	193	1	65	0	16	0

TABLE 2.28

High school graduates should be prepared for further education and/or employment.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	8572	55	3791	25	3895	25	630	4	141	1	42	0	73	0
A	5677	37	2137	14	2839	18	504	3	92	1	43	0	62	0
U	345	2	95	1	175	1	58	0	11	0	4	0	2	0
D	129	1	39	0	56	0	21	0	11	0	1	0	1	0
SD	54	0	20	0	21	0	8	0	2	0	3	0	0	0
NR	686	4	268	2	316	2	60	0	16	0	6	0	20	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.29

High school students should plan for additional education after graduating.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	4094	26	1168	8	1595	10	922	6	295	2	69	0	45	0
A	7493	48	1561	10	2995	19	2027	13	675	4	167	1	68	0
U	2347	15	321	2	811	5	827	5	303	2	60	0	25	0
D	749	5	102	1	241	2	202	1	167	1	33	0	4	0
SD	114	1	21	0	30	0	32	0	17	0	11	0	3	0
NR	666	4	133	1	238	2	203	1	53	0	19	0	20	0

TABLE 2.30

More vocational guidance is needed in grades 9 through 12.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	4795	31	1564	10	1982	13	897	6	237	2	50	0	65	0
A	7308	47	1883	12	3307	21	1595	10	372	2	79	1	72	0
U	1978	13	435	3	837	5	534	3	120	1	34	0	18	0
D	558	4	120	1	202	1	144	1	65	0	16	0	11	0
SD	114	1	20	0	34	0	32	0	13	0	12	0	3	0
NR	710	5	205	1	291	2	139	1	36	0	11	0	28	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.31

Students should have tentative career plans before entering the 9th grade.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	1244	8	207	1	445	3	289	2	205	1	85	1	13	0
A	5995	39	618	4	2191	14	1609	10	1202	8	312	2	63	0
U	3448	22	264	2	1047	7	1065	7	797	5	241	2	34	0
D	3425	22	235	2	984	6	941	6	959	6	276	2	30	0
SD	608	4	44	0	137	1	159	1	170	1	93	1	5	0
NR	743	5	73	0	213	1	222	1	159	1	54	0	22	0

TABLE 2.32

After graduation, students should cooperate in any follow-up survey about their employment.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	2835	18	339	2	1420	9	831	5	166	1	40	0	39	0
A	9369	61	902	6	4786	31	2774	18	639	4	150	1	118	1
U	1783	12	131	1	778	5	617	4	182	1	49	0	26	0
D	586	4	38	0	263	2	204	1	62	0	16	0	3	0
SD	133	1	6	0	42	0	44	0	25	0	14	0	2	0
NR	757	5	84	1	343	2	224	1	61	0	25	0	20	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.33

Local financial support for vocational education should be increased.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	2115	14	491	3	798	5	624	4	127	1	44	0	31	0
A	5077	33	851	6	2070	13	1613	10	338	2	142	1	63	0
U	4778	31	595	4	1688	11	1943	13	361	2	140	1	51	0
D	2031	13	255	2	665	4	795	5	221	1	72	0	23	0
SD	741	5	74	0	213	1	272	2	97	1	80	1	5	0
NR	721	5	112	1	277	2	236	2	48	0	20	0	28	0

TABLE 2.34

Shop or lab fees for vocational students should be paid for by the Board of Education.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	1913	12	688	4	555	4	351	2	230	1	66	0	23	0
A	4506	29	1039	7	1297	8	1142	7	766	5	196	1	66	0
U	3625	23	697	5	966	6	1020	7	709	5	187	1	46	0
D	3714	24	569	4	808	5	1034	7	985	6	286	2	32	0
SD	959	6	152	1	165	1	236	2	271	2	122	1	13	0
NR	746	5	173	1	194	1	170	1	136	1	43	0	30	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.35

The opportunity to earn money should be available to students as part of their vocational education.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	3563	23	1501	10	1512	10	383	2	105	1	21	0	41	0
A	8501	55	2499	16	4174	27	1262	8	387	3	104	1	75	0
U	1715	11	413	3	813	5	344	2	110	1	19	0	16	0
D	874	6	191	1	407	3	171	1	76	0	16	0	13	0
SD	175	1	47	0	70	0	34	0	12	0	10	0	2	0
NR	635	4	212	1	284	2	88	1	31	0	5	0	15	0

TABLE 2.36

Vocational schools hsould be equipped with closed-circuit TV facilities.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	1069	7	247	2	309	2	340	2	119	1	43	0	11	0
A	4769	31	733	5	1480	10	1731	11	583	4	182	1	60	0
U	5415	35	612	4	1439	9	2340	15	696	5	274	2	54	0
D	2628	17	286	2	621	4	1019	7	491	3	189	1	22	0
SD	808	5	97	1	132	1	297	2	164	1	112	1	6	0
NR	774	5	102	1	224	1	273	2	106	1	48	0	21	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.37

Vocational education classrooms should reflect business and industrial settings.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	2626	17	608	4	1276	8	540	3	153	1	25	0	24	0
A	8588	56	1451	9	4380	28	2061	13	520	3	88	1	88	1
U	2640	17	353	2	1205	8	800	5	200	1	47	0	27	0
D	856	6	117	1	413	3	217	1	78	1	20	0	11	0
SD	103	1	12	0	44	0	34	0	8	0	5	0	0	0
NR	650	4	117	1	321	2	132	1	47	0	15	0	18	0

TABLE 2.38

Vocational teachers should be willing to assist their pupils in getting their first job.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	3474	22	1420	9	1511	10	353	2	141	1	22	0	27	0
A	7404	48	2300	15	3694	24	931	6	334	2	75	0	70	0
U	2201	14	594	4	1073	7	385	2	147	1	20	0	22	0
D	1458	9	326	2	710	5	251	2	133	1	27	0	11	0
SD	210	1	56	0	101	1	28	0	19	0	6	0	0	0
NR	716	5	233	2	306	2	100	1	29	0	10	0	16	0

PARENT RESPONSES COMPARED WITH STUDENT RESPONSES

TABLE 2.39

Vocational teachers should have work experience in the field which they teach.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	7779	50	4554	29	2660	17	359	2	106	1	23	0	77	0
A	6068	39	3153	20	2448	16	301	2	99	1	20	0	47	0
U	695	4	326	2	286	2	53	0	20	0	2	0	8	0
D	262	2	123	1	102	1	18	0	15	0	2	0	2	0
SD	34	0	19	0	12	0	2	0	0	0	1	0	0	0
NR	625	4	321	2	243	2	37	0	9	0	4	0	11	0

TABLE 2.40

There should be more counselors in our schools.

	Parents		Students											
			Strongly Agree		Agree		Un-decided		Disagree		Strongly Disagree		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
SA	3364	22	1082	7	1141	7	628	4	373	2	112	1	28	0
A	5227	34	1187	8	1848	12	1273	8	661	4	211	1	47	0
U	3822	25	724	5	1118	8	1077	7	618	4	186	1	49	0
D	1848	12	324	2	539	3	455	3	407	3	108	1	15	0
SD	559	4	110	1	135	1	121	1	115	1	34	0	4	0
NR	643	4	151	1	212	1	130	1	74	0	38	0	18	0

TABLE 3.01

VOCATIONAL EDUCATION AS A VARIABLE

	Strongly Agree		Agree		Disagree		Strongly Disagree	
1 Vocational counseling should be available for all students.	No.	%	No.	%	No.	%	No.	%
PARENTS - Vocational	4257	40	5991	57	206	2	60	1
Non-Vocational	4261	37	6979	60	246	2	74	1
STUDENTS - Vocational	6040	47	6332	50	271	2	89	1
Non-Vocational	6017	41	8123	56	355	2	123	1
2 Vocational teachers should be willing to assist their pupils in getting their first job.								
PARENTS - Vocational	2944	31	5427	57	960	10	135	1
Non-Vocational	2546	25	6100	60	1283	13	198	2
STUDENTS - Vocational	5359	45	5838	49	631	5	165	1
Non-Vocational	4623	34	7895	58	951	7	219	2
3 Job placement should be a responsibility of the schools.								
PARENTS - Vocational	791	10	1975	24	4291	53	1020	13
Non-Vocational	493	5	1566	17	5664	61	1544	17
STUDENTS - Vocational	1547	17	3175	34	3747	40	878	9
Non-Vocational	1201	11	3033	27	5647	50	1398	12
4 After graduation, students should cooperate in any follow-up survey about their employment.								
PARENTS - Vocational	2208	23	6831	71	441	5	102	1
Non-Vocational	2225	21	7709	73	495	5	106	1
STUDENTS - Vocational	1437	15	6584	70	1077	11	349	4
Non-Vocational	1383	13	7514	70	1393	13	483	4
5 More office occupation courses should be provided in high school.								
PARENTS - Vocational	1697	21	5454	66	997	12	82	1
Non-Vocational	1353	18	5423	65	1373	16	139	2
STUDENTS - Vocational	2574	27	5492	57	1323	14	230	2
Non-Vocational	2348	22	6497	60	1736	16	314	3

TABLE 3.01

VOCATIONAL EDUCATION AS A VARIABLE

	Strongly Agree		Agree		Disagree		Strongly Disagree	
6 School counseling services should be available for school drop-outs.	No.	%	No.	%	No.	%	No.	%
PARENTS - Vocational	2927	31	5213	54	1037	11	418	4
Non-Vocational	3013	29	5799	55	1244	12	508	5
STUDENTS - Vocational	4079	35	5404	46	1416	12	751	6
Non-Vocational	5285	38	6446	46	1482	11	776	6
7 In general, the high school program in our district is highly satisfactory.								
PARENTS - Vocational	930	10	5529	61	1952	22	614	7
Non-Vocational	976	10	6266	62	2227	22	637	6
STUDENTS - Vocational	1168	12	5216	52	2385	24	1287	13
Non-Vocational	1054	9	5428	46	3327	28	2036	17
8 Vocational teachers should have work experience in the field which they teach.								
PARENTS - Vocational	5903	56	4406	42	168	2	18	0
Non-Vocational	6188	54	5057	44	254	2	35	0
STUDENTS - Vocational	7706	60	4806	37	262	2	88	1
Non-Vocational	8122	55	6335	43	328	2	108	1
9 There should be more opportunities for high school youth to develop leadership skills.								
PARENTS - Vocational	2075	23	6197	69	604	7	80	1
Non-Vocational	2159	22	6553	67	915	9	134	1
STUDENTS - Vocational	4304	37	6922	59	345	3	98	1
Non-Vocational	4430	33	8224	62	507	4	137	1
10 There ought to be high school vocational programs to prepare youth for the health occupations.								
PARENTS - Vocational	1799	20	6499	73	502	6	93	1
Non-Vocational	1721	18	7066	74	688	7	124	1
STUDENTS - Vocational	2288	23	6990	70	570	6	134	1
Non-Vocational	2598	22	8101	69	763	7	209	2

VOCATIONAL EDUCATION AS A VARIABLE

	Strongly Agree		Agree		Disagree		Strongly Disagree	
11 Students should learn about the world of work during elementary school.	No.	%	No.	%	No.	%	No.	%
PARENTS - Vocational	1349	15	4889	54	2260	25	493	5
Non-Vocational	1269	13	5305	54	2648	27	670	7
STUDENTS - Vocational	1346	14	4054	41	3467	35	1065	11
Non-Vocational	1276	11	4455	38	4585	39	1402	12
12 The opportunity for employment preparation should be available in high school.								
PARENTS - Vocational	5145	49	5167	49	174	2	46	0
Non-Vocational	4790	42	6452	56	211	2	75	1
STUDENTS - Vocational	4327	36	7410	61	342	3	109	1
Non-Vocational	4048	29	9408	67	400	3	138	1
13 More information should be available to students and parents about vocational courses.								
PARENTS - Vocational	4378	43	5704	55	177	2	23	0
Non-Vocational	4128	37	6679	60	288	3	57	1
STUDENTS - Vocational	5338	43	6711	54	273	2	80	1
Non-Vocational	4307	32	8569	63	561	4	159	1
14 Students should have more opportunity to study the labor movement in America.								
PARENTS - Vocational	1350	17	5689	71	802	10	167	2
Non-Vocational	1153	13	5983	69	1290	15	286	3
STUDENTS - Vocational	1557	18	5702	66	1088	13	280	3
Non-Vocational	1540	15	6556	66	1510	15	348	3
15 Vocational education classrooms should reflect business and industrial settings.								
PARENTS - Vocational	2141	24	6306	69	542	6	85	1
Non-Vocational	2011	20	7056	71	792	8	83	1
STUDENTS - Vocational	2791	27	6454	62	935	9	233	2
Non-Vocational	2214	19	8003	69	1138	10	248	2

TABLE 3.01

VOCATIONAL EDUCATION AS A VARIABLE

	Strongly Agree		Agree		Disagree		Strongly Disagree	
16 The schools should provide high school youth with employable skills for jobs after graduation.	No.	%	No.	%	No.	%	No.	%
PARENTS - Vocational	3432	34	5899	59	524	5	119	1
Non-Vocational	3030	28	6816	63	870	8	161	1
STUDENTS - Vocational	5154	44	5771	49	709	6	198	2
Non-Vocational	4780	35	7482	55	1098	8	269	2
17 Vocational schools should be equipped with closed-circuit TV facilities.								
PARENTS - Vocational	877	13	3560	52	1903	28	572	8
Non-Vocational	749	10	3893	52	2161	29	718	10
STUDENTS - Vocational	2225	25	3985	46	1742	20	785	9
Non-Vocational	2056	22	4181	44	2344	25	980	10
18 Students, with the help of their parents, should start career planning by at least the 7th or 8th grade.								
PARENTS - Vocational	2068	22	4862	51	2202	23	433	5
Non-Vocational	1853	18	4888	46	3154	30	665	6
STUDENTS - Vocational	2186	21	4458	43	2700	26	1120	11
Non-Vocational	1974	16	4439	36	4096	33	1982	16
19 Training in personal income management should be available for students.								
PARENTS - Vocational	3293	33	6231	63	307	3	53	1
Non-Vocational	3603	33	6799	62	463	4	80	1
STUDENTS - Vocational	2714	26	7205	68	549	5	150	1
Non-Vocational	3236	25	8758	69	569	4	192	2
20 Teachers should relate course content to career planning.								
PARENTS - Vocational	1800	20	6925	75	402	4	70	1
Non-Vocational	1701	17	7891	77	531	5	110	1
STUDENTS - Vocational	2390	23	7282	70	639	6	151	1
Non-Vocational	2038	20	8333	70	926	8	270	2

VOCATIONAL EDUCATION AS A VARIABLE

	Strongly Agree		Agree		Disagree		Strongly Disagree	
21 Students should have the opportunity to study home and family living.	No.	%	No.	%	No.	%	No.	%
PARENTS - Vocational	1840	19	7010	74	559	6	98	1
Non-Vocational	1853	18	7671	74	761	7	145	1
STUDENTS - Vocational	2448	23	6793	65	932	9	268	3
Non-Vocational	2561	21	8452	68	1062	9	340	3
22 High school students should plan for additional education after graduating.								
PARENTS - Vocational	2921	32	5492	60	586	6	101	1
Non-Vocational	3348	33	6162	60	632	6	109	1
STUDENTS - Vocational	2485	26	5128	54	1422	15	410	4
Non-Vocational	3761	32	6204	52	1488	13	420	4
23 The number of voc. ed. programs offered should be large enough to meet the needs of all interested students.								
PARENTS - Vocational	3886	38	5856	57	371	4	73	1
Non-Vocational	3373	30	7037	63	616	6	119	1
STUDENTS - Vocational	5877	48	5818	47	428	3	172	1
Non-Vocational	5535	39	7887	56	543	4	215	2
24 The opportunity to earn money should be available to students as part of their vocational education.								
PARENTS - Vocational	3208	32	6100	61	515	5	100	1
Non-Vocational	2336	22	7066	68	856	8	191	2
STUDENTS - Vocational	5467	45	5986	50	429	4	140	1
Non-Vocational	4109	31	7799	59	943	7	275	2
25 Representative business and office employers should assist in planning office education programs.								
PARENTS - Vocational	2391	25	6746	71	360	4	62	1
Non-Vocational	2489	23	7516	71	510	5	90	1
STUDENTS - Vocational	2307	24	6609	68	634	7	154	2
Non-Vocational	2258	20	8188	71	801	7	245	2

TABLE 3.01

VOCATIONAL EDUCATION AS A VARIABLE

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
26 Students should have tentative career plans before entering the 9th grade.								
PARENTS - Vocational	1054	13	4770	57	2185	26	370	4
Non-Vocational	884	10	4547	50	3128	34	594	6
STUDENTS - Vocational	1363	14	4606	48	2745	29	846	9
Non-Vocational	1302	11	4678	41	4029	35	1541	13
27 There should be more counselors in our schools.								
PARENTS - Vocational	2614	32	3999	49	1255	15	372	5
Non-Vocational	2730	30	4128	46	1603	18	517	6
STUDENTS - Vocational	3121	31	4542	44	1868	18	679	7
Non-Vocational	4140	33	5104	41	2238	18	890	7
28 Schools should place more emphasis on preparing students for employment.								
PARENTS - Vocational	4022	40	5385	54	491	5	67	1
Non-Vocational	3695	35	5984	56	881	8	113	1
STUDENTS - Vocational	3275	30	6710	62	754	7	166	2
Non-Vocational	3020	25	7177	59	1627	13	343	3
29 High school graduates should be prepared for further education and/or employment.								
PARENTS - Vocational	6393	60	4171	39	77	1	41	0
Non-Vocational	7089	60	4568	39	111	1	51	0
STUDENTS - Vocational	5332	44	6418	53	301	2	118	1
Non-Vocational	6419	45	7418	51	410	3	163	1
30 Industry and labor representatives should assist in planning trade and industrial type courses.								
PARENTS - Vocational	2990	31	6235	65	307	3	78	1
Non-Vocational	2998	28	7114	66	467	4	131	1
STUDENTS - Vocational	2514	25	6818	68	532	5	146	1
Non-Vocational	2309	20	8322	71	765	7	282	2

TABLE 3.01

VOCATIONAL EDUCATION AS A VARIABLE

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
31 Students should not be permitted to drop out of school without having a job.								
PARENTS - Vocational	4356	46	3557	38	1126	12	386	4
Non-Vocational	3924	39	4112	41	1528	15	531	5
STUDENTS - Vocational	3536	32	3188	29	2334	21	1855	17
Non-Vocational	3484	27	3681	29	3301	26	2288	18
32 Local financial support for vocational education should be increased.								
PARENTS - Vocational	1900	25	3914	51	1320	17	483	6
Non-Vocational	1452	19	3921	50	1801	23	669	9
STUDENTS - Vocational	2847	30	5478	58	775	8	398	4
Non-Vocational	1780	19	5561	58	1563	16	704	7
33 School counseling services should be available for both youth and adults.								
PARENTS - Vocational	1943	21	5723	63	1250	14	205	2
Non-Vocational	1883	19	5970	60	1695	17	361	4
STUDENTS - Vocational	3051	28	6848	63	755	7	283	3
Non-Vocational	3145	24	8088	63	1239	19	377	3
34 Courses related to data processing (computers) should be available in high schools.								
PARENTS - Vocational	2621	28	5702	61	787	8	164	2
Non-Vocational	2468	24	6392	63	1079	11	199	2
STUDENTS - Vocational	3708	34	6277	57	755	7	293	3
Non-Vocational	3818	29	8080	62	915	7	306	2
35 More vocational guidance is needed in grades 9 through 12.								
PARENTS - Vocational	3910	40	5359	55	345	4	62	1
Non-Vocational	3652	35	5981	58	551	5	120	1
STUDENTS - Vocational	4460	40	5906	53	606	5	192	2
Non-Vocational	3790	32	6750	56	1120	9	361	3

TABLE 3.01

VOCATIONAL EDUCATION AS A VARIABLE

	Strongly Agree		Agree		Disagree		Strongly Disagree	
36 Vocational education should provide knowledge and develop skills for employment.	No.	%	No.	%	No.	%	No.	%
PARENTS - Vocational	4718	44	5755	54	88	1	42	0
Non-Vocational	4621	40	6931	59	84	1	55	0
STUDENTS - Vocational	4366	36	7228	60	275	2	97	1
Non-Vocational	3923	28	9465	68	394	3	166	1
37 Local agriculture-related businesses should assist in planning agriculture education programs.								
PARENTS - Vocational	1476	17	6608	77	433	5	73	1
Non-Vocational	1511	16	7338	76	674	7	112	1
STUDENTS - Vocational	1867	20	6420	70	692	8	218	2
Non-Vocational	1883	17	8155	73	828	7	264	2
38 Opportunities for free vocational education should be made available after high school.								
PARENTS - Vocational	1908	22	4078	46	2171	25	650	7
Non-Vocational	1633	17	4102	42	2929	30	1054	11
STUDENTS - Vocational	2789	28	5204	52	1592	16	491	5
Non-Vocational	2118	19	5612	50	2667	24	727	7
39 Shop or lab fees for vocational students should be paid for by the Board of Education.								
PARENTS - Vocational	1782	21	3562	43	2405	29	566	7
Non-Vocational	1266	14	3493	39	3352	37	925	10
STUDENTS - Vocational	3801	37	3666	36	2195	21	631	6
Non-Vocational	3028	26	4016	34	3497	30	1138	10
40 Distributive education courses should relate to local wholesale and retail marketing.								
PARENTS - Vocational	767	12	4791	72	937	14	167	3
Non-Vocational	711	9	5348	71	1254	17	199	3
STUDENTS - Vocational	1273	17	5109	67	980	13	306	4
Non-Vocational	1013	12	6097	70	1248	14	342	4

TABLE 3.02

VOCATIONAL EDUCATION AS A VARIABLE - STUDENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
41 In our school more occupational information should be available to students.	No.	%	No.	%	No.	%	No.	%
STUDENTS - Vocational	3915	33	7248	62	430	4	123	1
Non-Vocational	3848	29	8629	65	703	5	168	1
42 The best way to learn marketing is through on-the-job experiences.								
STUDENTS - Vocational	3826	35	6114	56	746	7	222	2
Non-Vocational	3416	28	7503	62	1006	8	251	2
43 Occupational information should be provided to students through business and industrial tours.								
STUDENTS - Vocational	3297	30	6923	64	520	5	130	1
Non-Vocational	2578	21	8823	71	773	6	227	2
44 Students should be helped to understand the advantages and disadvantages of union membership.								
STUDENTS - Vocational	3826	33	7189	62	371	3	148	1
Non-Vocational	4191	31	8832	65	473	3	197	1
45 Guidance counselors help students make wise career plans.								
STUDENTS - Vocational	2500	24	5552	54	1425	14	785	8
Non-Vocational	2562	22	5917	50	1931	16	1386	12
46 Schools should provide an opportunity for students to learn how to spend money wisely.								
STUDENTS - Vocational	3280	29	6263	56	1148	10	523	5
Non-Vocational	3309	25	7704	59	1478	11	596	5
47 High school youth should have the opportunity to learn how to care for young children.								
STUDENTS - Vocational	3209	30	5961	57	994	9	367	3
Non-Vocational	3070	25	7555	61	1254	10	416	3

TABLE 3.02

VOCATIONAL EDUCATION AS A VARIABLE - STUDENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
48 Students should study the role of business and industry in our society.	No.	%	No.	%	No.	%	No.	%
STUDENTS - Vocational	1870	19	7207	72	751	7	222	2
Non-Vocational	1812	15	8793	74	1010	8	304	3
49 School administrators should be available to talk to students during the school day.								
STUDENTS - Vocational	3880	33	7264	62	415	4	188	2
Non-Vocational	4522	33	8395	61	572	4	226	2
50 Schools should teach future homemakers how to cook, sew, and maintain the home.								
STUDENTS - Vocational	4902	41	6195	52	501	4	241	2
Non-Vocational	4702	34	8335	60	613	4	296	2
51 Our schools should help students find part-time jobs.								
STUDENTS - Vocational	4696	42	5266	47	1039	9	290	3
Non-Vocational	3712	30	6158	49	2064	17	561	4
52 Every high school graduate should have a course in typing.								
STUDENTS - Vocational	1840	19	3608	37	3069	31	1352	14
Non-Vocational	2000	17	4531	39	3733	32	1421	12
53 Upon request, a counselor should explain the results of standardized tests to each individual.								
STUDENTS - Vocational	3065	29	6443	62	664	6	222	2
Non-Vocational	4148	32	7726	60	667	5	239	2
54 A course to prepare young people for marriage should be offered in high school.								
STUDENTS - Vocational	4142	39	4647	43	1193	11	769	7
Non-Vocational	4256	34	5829	47	1474	12	917	7

TABLE 3.02

VOCATIONAL EDUCATION AS A VARIABLE - STUDENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
55 Counselors should help students plan their careers.	No.	%	No.	%	No.	%	No.	%
STUDENTS - Vocational	2656	25	6287	58	1227	11	625	6
Non-Vocational	2887	23	7344	58	1517	12	822	7
56 Office jobs require specific skills which should be taught in high school.								
STUDENTS - Vocational	3391	31	6975	63	545	5	176	2
Non-Vocational	2928	23	8606	68	835	7	260	2
57 Students interested in learning how to grow plants and/or care for animals should have the opportunity to enroll in agricultural education programs.								
STUDENTS - Vocational	3930	34	6896	60	440	4	226	2
Non-Vocational	3821	28	9041	66	511	4	260	2
58 More job training courses should be provided in our schools.								
STUDENTS - Vocational	4673	41	6271	55	411	4	117	1
Non-Vocational	3692	30	7471	62	804	7	234	2
59 Student interests and opinions should help school administrators plan courses.								
STUDENTS - Vocational	4041	37	6315	58	437	4	149	1
Non-Vocational	5078	39	7331	56	536	4	239	2
60 Clubs and other sponsored after school activities should be just as important as classroom work.								
STUDENTS - Vocational	3020	29	4969	47	1823	17	694	7
Non-Vocational	3211	26	5286	43	2665	22	1065	9
61 Students should be willing to attend another school in the area if it offers a vocational program they want and is not available in their school.								
STUDENTS - Vocational	5246	47	4938	44	605	5	480	4
Non-Vocational	4638	36	6583	52	871	7	684	5

TABLE 3.03

VOCATIONAL EDUCATION AS A VARIABLE - PARENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
62 Graduates should know how to complete a job application and how to get a job interview.	No.	%	No.	%	No.	%	No.	%
PARENTS - Vocational	5882	55	4805	45	45	0	28	0
Non-Vocational	6132	52	5555	47	102	1	54	0
63 Guidance counselors should have more than one year of employment outside of education.								
PARENTS - Vocational	3079	37	4641	55	621	7	74	1
Non-Vocational	3308	36	4838	53	860	9	71	1
64 Home economics offerings should be expanded to include job training in food preparation and service.								
PARENTS - Vocational	2255	24	6486	69	564	6	65	1
Non-Vocational	2180	21	7106	70	776	8	118	1
65 The federal government should provide more funds for vocational education.								
PARENTS - Vocational	4346	47	4089	44	578	6	269	3
Non-Vocational	3466	36	4547	48	1002	11	494	5
66 Job training for adults should reduce unemployment.								
PARENTS - Vocational	2573	27	5957	63	658	7	194	2
Non-Vocational	2265	22	6807	67	836	8	252	2
67 The teaching of job skills requires the use of equipment similar to that used in business and industry.								
PARENTS - Vocational	3083	30	6818	67	175	2	40	0
Non-Vocational	2791	25	8025	72	255	2	71	1
68 Short courses should be available to help adults to learn new job skills.								
PARENTS - Vocational	2751	28	6720	68	359	4	99	1
Non-Vocational	2544	23	7568	70	542	5	187	2

TABLE 3.03

VOCATIONAL EDUCATION AS A VARIABLE - PARENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
69 Job training instructors should relate teaching to employment needs.								
PARENTS - Vocational	2509	25	7045	71	286	3	37	0
Non-Vocational	2620	24	7933	72	334	3	72	1
70 Students who are socially and economically disadvantaged should be enrolled in vocational education.								
PARENTS - Vocational	2548	30	4564	53	1116	13	399	5
Non-Vocational	1989	22	4609	50	1898	21	728	8
71 Industrial and business type equipment should be used in vocational education.								
PARENTS - Vocational	2723	27	7125	71	168	2	48	0
Non-Vocational	2589	24	8146	74	210	2	42	0
72 Schools should provide mid-management courses for adults.								
PARENTS - Vocational	821	13	4178	64	1314	20	239	4
Non-Vocational	701	10	4187	58	1919	27	418	6
73 There should be an increase in state monies for vocational education.								
PARENTS - Vocational	2678	32	4800	58	628	8	232	3
Non-Vocational	2272	26	5337	60	881	10	370	4
74 Adult education for employment skills should be available during the day.								
PARENTS - Vocational	1419	17	4751	58	1619	20	388	5
Non-Vocational	1235	14	4948	58	1921	22	462	5

TABLE 4.01

RESPONSES OF MALE STUDENTS COMPARED TO
RESPONSES OF FEMALE STUDENTS

C U R R I C U L U M ... GENERAL

		Strongly Agree		Agree		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%
1	In general, the high school program in our district is highly satisfactory.								
	Total - Male Students	1175	11	5313	48	2748	25	1874	17
	Total - Female Students	1047	10	5331	49	2964	27	1449	13
2	The opportunity for employment preparation should be available in high school.								
	Total - Male Students	3893	30	8398	65	473	4	167	1
	Total - Female Students	4482	34	8420	64	269	2	80	1
3	Schools should place more emphasis on preparing students for employment.								
	Total - Male Students	3119	27	6835	59	1248	11	355	3
	Total - Female Students	3176	28	7052	61	1133	10	154	1
4	Vocational education should provide knowledge and develop skills for employment.								
	Total - Male Students	4000	31	8236	64	453	4	193	1
	Total - Female Students	4289	33	8457	65	216	2	70	1
5	Job placement should be a responsibility of the schools.								
	Total - Male Students	1437	14	3154	30	4628	44	1330	13
	Total - Female Students	1311	13	3054	30	4766	47	946	9
6	The number of vocational ed. programs offered should be large enough to meet the needs of all interested students.								
	Total - Male Students	5239	40	6946	53	619	5	275	2
	Total - Female Students	6173	46	6759	50	352	3	112	1

TABLE 4.01

RESPONSES OF MALE STUDENTS COMPARED TO
RESPONSES OF FEMALE STUDENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
7 Opportunities for free vocational education should be made available after high school.	No.	%	No.	%	No.	%	No.	%
Total - Male Students	2527	23	5491	51	2095	19	702	6
Total - Female Students	2380	23	5325	51	2164	21	516	5
8 There should be more opportunities for high school youth to develop leadership skills.								
Total - Male Students	4195	34	7559	61	524	4	162	1
Total - Female Students	4539	36	7587	61	328	3	73	1
9 The schools should provide high school youth with employable skills for jobs after graduation.								
Total - Male Students	4657	37	6604	52	1025	8	318	3
Total - Female Students	5277	41	6649	52	782	6	149	1
10 Students should not be permitted to drop out of school without having a job.								
Total - Male Students	3579	30	3473	29	2700	22	2370	20
Total - Female Students	3441	30	3396	29	2935	25	1773	15
11 Students should study the role of business and industry in our society.								
Total - Male Students	1920	17	7904	71	939	8	324	3
Total - Female Students	1762	16	8096	74	822	8	202	2
12 More job training courses should be provided in our schools.								
Total - Male Students	4004	34	6871	58	717	6	242	2
Total - Female Students	4361	37	6971	58	498	4	109	1

TABLE 4.01

RESPONSES OF MALE STUDENTS COMPARED TO
RESPONSES OF FEMALE STUDENTS

13 Clubs and other sponsored after school activities should be just as important as classroom work.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Total - Male Students	2878	26	5083	45	2223	20	1064	9
Total - Female Students	3353	29	5172	45	2265	20	695	6

C U R R I C U L U M ... AGRICULTURE

14 Local agriculture-related businesses should assist in planning agriculture education programs.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Total - Male Students	2049	20	7061	68	906	9	347	3
Total - Female Students	1701	17	7514	75	614	6	135	1
15 Students interested in learning how to grow plants and/or care for animals should have the opportunity to enroll in agricultural education programs.								
Total - Male Students	3896	31	7596	61	616	5	320	3
Total - Female Students	3855	30	8341	66	335	3	166	1

C U R R I C U L U M ... BUSINESS AND OFFICE

16 Courses related to data processing (computers) should be available in high schools.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Total - Male Students	3614	30	7056	59	927	8	407	3
Total - Female Students	3912	32	7301	60	743	6	192	2
17 More office occupation courses should be provided in high school.								
Total - Male Students	1797	19	5583	59	1738	18	398	4
Total - Female Students	3125	28	6406	58	1321	12	146	1

TABLE 4.01

RESPONSES OF MALE STUDENTS COMPARED TO
RESPONSES OF FEMALE STUDENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
18 Representative business and office employers should assist in planning office education programs.	No.	%	No.	%	No.	%	No.	%
Total - Male Students	1887	18	7174	70	888	9	292	3
Total - Female Students	2678	24	7623	70	547	5	107	1
19 Every high school graduate should have a course in typing.								
Total - Male Students	1410	13	3677	35	3539	34	1855	18
Total - Female Students	2430	22	4462	40	3263	29	918	8
20 Office jobs require specific skills which should be taught in high school.								
Total - Male Students	2539	22	7752	68	852	7	318	3
Total - Female Students	3780	31	7829	64	528	4	118	1

C U R R I C U L U M ... DISTRIBUTIVE EDUCATION

	Strongly Agree		Agree		Disagree		Strongly Disagree	
21 Distributive education courses should relate to local wholesale and retail marketing.	No.	%	No.	%	No.	%	No.	%
Total - Male Students	1279	15	5664	66	1219	14	418	5
Total - Female Students	1007	13	5542	71	1009	13	230	3
22 The best way to learn marketing is through on-the-job experiences.								
Total - Male Students	3897	33	6794	57	901	8	293	2
Total - Female Students	3345	30	6823	61	851	8	180	2

TABLE 4.01

RESPONSES OF MALE STUDENTS COMPARED TO
RESPONSES OF FEMALE STUDENTS

C U R R I C U L U M ... HOME ECONOMICS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
23 Training in personal income management should be available for students.	No.	%	No.	%	No.	%	No.	%
Total - Male Students	2860	25	7731	67	693	6	242	2
Total - Female Students	3090	26	8232	69	425	4	100	1
24 Students should have the opportunity to study home and family living.								
Total - Male Students	1878	18	6956	66	1299	12	440	4
Total - Female Students	3131	25	8289	67	695	6	168	1
25 Schools should provide an opportunity for students to learn how to spend money wisely.								
Total - Male Students	3215	27	6630	55	1463	12	769	6
Total - Female Students	3374	28	7337	60	1163	10	350	3
26 High school youth should have the opportunity to learn how to care for young children.								
Total - Male Students	2113	20	6205	60	1484	14	584	6
Total - Female Students	4166	33	7311	59	764	6	199	2
27 Schools should teach future homemakers how to cook, sew, and maintain the home.								
Total - Male Students	4093	33	7246	59	679	5	362	3
Total - Female Students	5511	41	7284	54	435	3	175	1
28 A course to prepare young people for marriage should be offered in high school.								
Total - Male Students	3153	28	5155	46	1669	15	1115	10
Total - Female Students	5245	43	5321	44	998	8	571	5

TABLE 4.01

RESPONSES OF MALE STUDENTS COMPARED TO
RESPONSES OF FEMALE STUDENTS

C U R R I C U L U M ... TRADE AND INDUSTRIAL

	Strongly Agree		Agree		Disagree		Strongly Disagree	
29 Students should have more opportunity to study the labor movement in America.	No.	%	No.	%	No.	%	No.	%
Total - Male Students	1745	18	6215	64	1293	13	401	4
Total - Female Students	1352	15	6043	68	1305	15	227	3
30 There ought to be high school vocational programs to prepare youth for the health occupations.								
Total - Male Students	1919	19	7217	70	850	8	261	3
Total - Female Students	2967	26	7874	69	483	4	82	1
31 Industry and labor representatives should assist in planning trade and industrial type courses.								
Total - Male Students	2724	24	7374	66	743	7	282	3
Total - Female Students	2099	20	7766	74	554	5	126	1
32 Students should be helped to understand the advantages and disadvantages of union membership.								
Total - Male Students	4222	33	7666	60	553	4	243	2
Total - Female Students	3795	30	8355	67	291	2	102	1

G U I D A N C E ... COUNSELING

	Strongly Agree		Agree		Disagree		Strongly Disagree	
33 Vocational counseling should be available for all students.	No.	%	No.	%	No.	%	No.	%
Total - Male Students	5694	42	7385	54	372	3	145	1
Total - Female Students	6363	46	7070	51	254	2	67	0
34 School counseling services should be available for both youth and adults.								
Total - Male Students	2681	23	7252	63	1149	10	443	4
Total - Female Students	3515	29	7684	63	845	7	217	2

TABLE 4.01

RESPONSES OF MALE STUDENTS COMPARED TO
RESPONSES OF FEMALE STUDENTS

		Strongly Agree		Agree		Disagree		Strongly Disagree	
35	School counseling services should be available for school drop-outs.	No.	%	No.	%	No.	%	No.	%
	Total - Male Students	4028	31	5992	47	1739	14	1046	8
	Total - Female Students	5336	42	5858	46	1159	9	481	4
36	Guidance counselors help students make wise career plans.								
	Total - Male Students	2448	22	5831	53	1620	15	1124	10
	Total - Female Students	2614	24	5638	51	1736	16	1047	9
37	Upon request, a counselor should explain the results of standardized tests to each individual.								
	Total - Male Students	3340	29	7018	61	748	7	306	3
	Total - Female Students	3873	33	7151	61	583	5	155	1
38	Counselors should help students plan their careers.								
	Total - Male Students	2626	23	6693	58	1455	13	866	7
	Total - Female Students	2917	25	6938	59	1289	11	581	5

G U I D A N C E ... INFORMATION

		Strongly Agree		Agree		Disagree		Strongly Disagree	
39	Students, with the help of their parents should start career planning by at least the 7th or 8th grade.	No.	%	No.	%	No.	%	No.	%
	Total - Male Students	2023	18	4406	39	3233	28	1734	15
	Total - Female Students	2137	18	4491	39	3563	31	1368	12
40	More information should be available to students and parents about vocational courses.								
	Total - Male Students	4632	36	7575	59	505	4	171	1
	Total - Female Students	5013	38	7705	59	329	3	68	1

TABLE 4.01

RESPONSES OF MALE STUDENTS COMPARED TO
RESPONSES OF FEMALE STUDENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
41 Teachers should relate course content to career planning.	No.	%	No.	%	No.	%	No.	%
Total - Male Students	2255	21	7530	68	908	8	300	3
Total - Female Students	2573	22	8085	71	657	6	121	1
42 Students should learn about the world of work during elementary school.								
Total - Male Students	1462	13	4448	40	3893	35	1300	12
Total - Female Students	1160	11	4061	39	4159	39	1167	11
43 In our school more occupational information should be available to students.								
Total - Male Students	3572	29	7846	64	630	5	212	2
Total - Female Students	4191	33	8031	63	503	4	79	1
44 Occupational information should be provided to students through business and industrial tours.								
Total - Male Students	2962	25	7668	66	744	6	245	2
Total - Female Students	2913	25	8078	69	549	5	112	1

G U I D A N C E ... PLACEMENT

	Strongly Agree		Agree		Disagree		Strongly Disagree	
45 High school graduates should be prepared for further education and/or employment.	No.	%	No.	%	No.	%	No.	%
Total - Male Students	5261	40	7189	55	469	4	193	1
Total - Female Students	6490	48	6647	49	242	2	88	1
46 High school students should plan for additional education after graduating.								
Total - Male Students	3276	30	5951	54	1252	11	467	4
Total - Female Students	2970	29	5381	52	1658	16	363	3

TABLE 4.01

RESPONSES OF MALE STUDENTS COMPARED TO
RESPONSES OF FEMALE STUDENTS

47 Our schools should help students find part-time jobs.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Total - Male Students	4165	35	5690	47	1616	13	559	5
Total - Female Students	4243	36	5734	49	1487	13	292	2

G U I D A N C E ... PUPIL APPRAISAL

48 Student interests and opinions should help school administrators plan courses.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Total - Male Students	4067	34	6800	58	661	6	288	2
Total - Female Students	5052	41	6846	56	312	3	100	1

G U I D A N C E ... PROGRAM PLANNING

49 More vocational guidance is needed in grades 9 through 12.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Total - Male Students	3799	33	6309	55	1005	9	383	3
Total - Female Students	4451	38	6347	54	721	6	170	1

G U I D A N C E ... RESOURCE COORDINATION

50 Students should have tentative career plans before entering the 9th grade.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Total - Male Students	1412	13	4471	42	3314	31	1346	13
Total - Female Students	1253	12	4813	46	3460	33	1041	10

TABLE 4.01

RESPONSES OF MALE STUDENTS COMPARED TO
RESPONSES OF FEMALE STUDENTS

G U I D A N C E ... RESEARCH

51 After graduation, students should cooperate in any follow-up survey about their employment.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Total - Male Students	1401	14	6873	68	1367	13	496	5
Total - Female Students	1419	14	7225	72	1103	11	336	3

F I N A N C E S

52 Local financial support for vocational education should be increased.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Total - Male Students	2378	24	5654	57	1242	13	659	7
Total - Female Students	2249	25	5385	59	1096	12	443	5
53 Shop or lab fees for vocational students should be paid for by the Board of Education.								
Total - Male Students	3878	34	3888	34	2663	23	1012	9
Total - Female Students	2951	28	3794	36	3029	29	757	7
54 The opportunity to earn money should be available to students as part of their vocational education.								
Total - Male Students	4772	38	6809	54	764	6	293	2
Total - Female Students	4804	38	6976	56	608	5	122	1

FACILITIES AND EQUIPMENT

55 Vocational schools should be equipped with closed-circuit TV facilities.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Total - Male Students	2315	24	3938	41	2208	23	1134	12
Total - Female Students	1966	23	4228	49	1878	22	631	7

TABLE 4.01

RESPONSES OF MALE STUDENTS COMPARED TO
RESPONSES OF FEMALE STUDENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
56 Vocational education classrooms should reflect business and industrial settings.	No.	%	No.	%	No.	%	No.	%
Total - Male Students	2506	22	7212	64	1175	10	320	3
Total - Female Students	2499	23	7245	67	898	8	161	1
57 Students should be willing to attend another school in the area if it offers a vocational program they want and is not available in their school.								
Total - Male Students	4771	40	5749	48	791	7	741	6
Total - Female Students	5113	43	5772	48	685	6	423	4

S T A F F

	Strongly Agree		Agree		Disagree		Strongly Disagree	
58 Vocational teachers should be willing to assist their pupils in getting their first job.	No.	%	No.	%	No.	%	No.	%
Total - Male Students	4763	37	6824	54	888	7	271	2
Total - Female Students	5219	40	6909	53	694	5	113	1
59 Vocational teachers should have work experience in the field which they teach.								
Total - Male Students	7858	57	5523	40	340	2	133	1
Total - Female Students	7970	57	5618	40	250	2	63	0
60 There should be more counselors in our schools.								
Total - Male Students	3229	29	4791	43	2133	19	927	8
Total - Female Students	4032	35	4855	42	1973	17	642	6
61 School administrators should be available to talk to students during the school day.								
Total - Male Students	3898	31	7756	62	612	5	286	2
Total - Female Students	4504	35	7903	61	375	3	128	1

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

A CURRICULUM

1 In general, the high school program in our district is highly satisfactory.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	436	10	2721	63	920	21	265	6
12th Parents - Vocational	247	11	1333	60	486	22	172	8
9th Parents - Non-Vocational	412	9	2841	65	903	21	239	5
12th Parents - Non-Vocational	293	10	1747	59	707	24	232	8
9th Total Parents	848	10	5562	64	1823	21	504	6
12th Total Parents	540	10	3080	59	1193	23	404	8

2 The opportunity for employment preparation should be available in high school.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	2505	49	2527	49	82	2	23	0
12th Parents - Vocational	1225	48	1282	50	44	2	9	0
9th Parents - Non-Vocational	2125	41	2881	56	91	2	34	1
12th Parents - Non-Vocational	1370	42	1831	56	65	2	20	1
9th Total Parents	4630	45	5408	53	176	2	57	1
12th Total Parents	2595	44	3113	53	109	2	29	0

3 Schools should place more emphasis on preparing students for employment.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1940	40	2653	55	234	5	34	1
12th Parents - Vocational	1021	42	1295	53	115	5	16	1
9th Parents - Non-Vocational	1636	35	2676	56	381	8	45	1
12th Parents - Non-Vocational	1072	35	1702	55	261	8	40	1
9th Total Parents	3576	37	5329	56	615	6	79	1
12th Total Parents	2093	38	2997	54	376	7	56	1

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

4 Vocational Education should provide knowledge and develop skills for employment.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	2283	44	2822	55	48	1	21	0
12th Parents - Vocational	1162	45	1393	54	19	1	10	0
9th Parents - Non-Vocational	2062	40	3065	59	32	1	20	0
12th Parents - Non-Vocational	1292	38	2020	60	31	1	18	1
9th Total Parents	4345	42	5887	57	80	1	41	0
12th Total Parents	2454	41	3413	57	50	1	28	0

5 Job placement should be a responsibility of the schools.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	373	9	935	24	2135	54	513	13
12th Parents - Vocational	218	11	510	26	991	51	234	12
9th Parents - Non-Vocational	210	5	680	17	2504	61	679	17
12th Parents - Non-Vocational	151	6	479	18	1606	60	457	17
9th Total Parents	583	7	1615	20	4639	58	1192	15
12th Total Parents	369	8	989	21	2597	56	691	15

6 The number of vocational education programs offered should be large enough to meet the needs of all interested students.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1918	38	2859	57	167	3	45	1
12th Parents - Vocational	900	36	1464	59	94	4	11	0
9th Parents - Non-Vocational	1473	30	3153	64	250	5	52	1
12th Parents - Non-Vocational	949	30	2027	63	193	6	38	1
9th Total Parents	3391	34	6014	61	417	4	97	1
12th Total Parents	1849	33	3491	62	287	5	49	1

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

7 Opportunities for free vocational education should be made available after high school.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	936	22	1947	46	1063	25	285	7
12tn Parents - Vocational	465	21	1003	46	527	24	192	9
9th Parents - Non-Vocational	739	17	1815	42	1293	30	466	11
12th Parents - Non-Vocational	464	17	1167	42	854	31	303	11
9th Total Parents	1675	20	3762	44	2356	28	751	9
12th Total Parents	929	19	2170	44	1381	28	495	10

8 There should be more opportunities for high school youth to develop leadership skills.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1019	23	2990	69	286	7	42	1
12th Parents - Vocational	494	22	1561	70	153	7	16	1
9th Parents - Non-Vocational	948	22	2911	68	390	9	55	1
12th Parents - Non-Vocational	638	23	1869	66	265	9	46	2
9th Total Parents	1967	23	5901	68	676	8	97	1
12th Total Parents	1132	22	3430	68	418	8	62	1

9 The schools should provide high school youth with employable skills for jobs after graduation.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1614	33	2918	60	255	5	57	1
12th Parents - Vocational	870	36	1426	58	123	5	26	1
9th Parents - Non-Vocational	1322	27	3063	63	382	8	65	1
12th Parents - Non-Vocational	873	28	1927	62	270	9	45	1
9th Total Parents	2936	30	5981	62	637	7	122	1
12th Total Parents	1743	31	3353	60	393	7	71	1

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

10 Students should not be permitted to drop out of school without having a job.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	2162	47	1722	37	525	11	195	4
12th Parents - Vocational	1016	45	898	39	275	12	92	4
9th Parents - Non-Vocational	1798	40	1806	40	643	14	230	5
12th Parents - Non-Vocational	1053	36	1205	42	465	16	164	6
9th Total Parents	3960	44	3528	39	1168	13	425	5
12th Total Parents	2069	40	2103	41	740	14	256	5

11 Graduates should know how to complete a job application and how to get a job interview.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	2834	54	2383	45	22	0	14	0
12th Parents - Vocational	1449	55	1150	44	12	0	4	0
9th Parents - Non-Vocational	2719	52	2497	47	37	1	20	0
12th Parents - Non-Vocational	1746	52	1581	47	39	1	16	0
9th Total Parents	5553	53	4880	46	59	1	34	0
12th Total Parents	3195	53	2731	46	51	1	20	0

12 Students who are socially and economically disadvantaged should be enrolled in vocational education.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1276	30	2289	54	494	12	180	4
12th Parents - Vocational	572	28	1080	52	300	15	113	5
9th Parents - Non-Vocational	892	22	2081	50	826	20	325	8
12th Parents - Non-Vocational	556	21	1302	50	554	21	214	8
9th Total Parents	2168	26	4370	52	1320	16	505	6
12th Total Parents	1128	24	2382	51	854	18	327	7

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

13 Job training for adults should reduce unemployment.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1254	27	2883	63	343	7	94	2
12th Parents - Vocational	596	26	1479	65	152	7	47	2
9th Parents - Non-Vocational	1031	23	3027	67	359	8	94	2
12th Parents - Non-Vocational	622	21	1949	67	265	9	76	3
9th Total Parents	2285	25	5910	65	702	8	188	2
12th Total Parents	1218	23	3428	66	417	8	123	2

14 Short courses should be available to help adults to learn new job skills.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1352	28	3231	67	180	4	52	1
12th Parents - Vocational	649	27	1663	68	98	4	23	1
9th Parents - Non-Vocational	1117	23	3368	70	251	5	73	2
12th Parents - Non-Vocational	718	23	2177	70	162	5	57	2
9th Total Parents	2469	26	6599	69	431	4	125	1
12th Total Parents	1367	25	3840	69	260	5	80	1

15 Adult education for employment skills should be available during the day.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	706	18	2323	59	759	19	172	4
12th Parents - Vocational	331	17	1154	58	407	20	108	5
9th Parents - Non-Vocational	533	14	2205	58	852	22	205	5
12th Parents - Non-Vocational	355	14	1404	57	554	23	138	6
9th Total Parents	1239	16	4528	58	1611	21	377	5
12th Total Parents	686	15	2558	57	961	22	246	6

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

16 Local agriculture-related businesses should assist in planning agriculture education programs.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	696	17	3206	77	224	5	40	1
12th Parents - Vocational	366	17	1619	77	104	5	16	1
9th Parents - Non-Vocational	658	16	3210	76	299	7	56	1
12th Parents - Non-Vocational	439	16	2121	76	202	7	31	1
9th Total Parents	1354	16	6416	76	523	6	96	1
12th Total Parents	805	16	3740	76	306	6	47	1

17 Courses related to data processing (computers) should be available in high school.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1294	29	2782	61	384	8	78	2
12th Parents - Vocational	629	28	1361	61	194	9	44	2
9th Parents - Non-Vocational	1083	24	2846	63	486	11	87	2
12th Parents - Non-Vocational	705	24	1830	63	305	11	59	2
9th Total Parents	2377	26	5628	62	870	10	165	2
12th Total Parents	1334	26	3191	62	499	10	103	2

18 More office occupation courses should be provided in high school.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	870	20	2689	67	466	12	40	1
12th Parents - Vocational	418	21	1295	65	256	13	23	1
9th Parents - Non-Vocational	674	18	2505	65	597	16	57	1
12th Parents - Non-Vocational	457	18	1626	64	400	16	47	2
9th Total Parents	1481	19	5194	66	1063	14	97	1
12th Total Parents	875	19	2921	65	656	15	70	2

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

19 Representative business and office employers should assist in planning office education programs.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1127	24	3317	71	178	4	39	1
12th Parents - Vocational	587	25	1639	70	93	4	11	0
9th Parents - Non-Vocational	1093	23	3364	71	226	5	42	1
12th Parents - Non-Vocational	707	23	2149	71	151	5	25	1
9th Total Parents	2220	24	6681	71	404	4	81	1
12th Total Parents	1294	24	3788	71	244	5	36	1

20 Distributive education courses should relate to local wholesale and retail marketing.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	366	11	2281	71	481	15	96	3
12th Parents - Vocational	209	13	1203	73	214	13	33	2
9th Parents - Non-Vocational	304	9	2302	71	555	17	83	3
12th Parents - Non-Vocational	220	10	1569	71	357	16	57	3
9th Total Parents	670	10	4583	71	1036	16	179	3
12th Total Parents	429	11	2772	72	571	15	90	2

21 Training in personal income management should be available for students.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1618	34	3002	63	159	3	23	0
12th Parents - Vocational	783	32	1539	64	79	3	17	1
9th Parents - Non-Vocational	1589	33	3022	62	207	4	38	1
12th Parents - Non-Vocational	1014	32	1958	62	140	4	29	1
9th Total Parents	3207	33	6024	62	366	4	61	1
12th Total Parents	1797	32	3497	63	219	4	46	1

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

22 Students should have the opportunity to study home and family living.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	911	20	3393	73	280	6	50	1
12th Parents - Vocational	412	18	1729	75	143	6	23	1
9th Parents - Non-Vocational	845	18	3363	73	344	7	57	1
12th Parents - Non-Vocational	517	17	2228	75	203	7	40	1
9th Total Parents	1756	19	6756	73	624	7	107	1
12th Total Parents	929	18	3957	75	346	7	63	1

23 Home economics offerings should be expanded to include job training in food preparation and service.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1080	24	3173	70	282	6	28	1
12th Parents - Vocational	544	24	1595	70	125	5	15	1
9th Parents - Non-Vocational	930	21	3187	71	338	7	53	1
12th Parents - Non-Vocational	647	22	2027	69	219	7	34	1
9th Total Parents	2010	22	6360	70	620	7	81	1
12th Total Parents	1191	23	3622	70	344	7	49	1

24 Students should have more opportunity to study the labor movement in America.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	648	17	2797	72	390	10	75	2
12th Parents - Vocational	330	17	1366	70	204	10	47	2
9th Parents - Non-Vocational	508	13	2649	69	592	15	115	3
12th Parents - Non-Vocational	345	14	1716	68	363	14	92	4
9th Total Parents	1156	15	5446	70	982	13	190	2
12th Total Parents	675	15	3082	69	567	13	139	3

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

25 There ought to be high school vocational programs to prepare youth for the health occupations.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	843	19	3197	74	247	6	45	1
12th Parents - Vocational	450	21	1556	72	124	6	25	1
9th Parents - Non-Vocational	749	18	3119	74	309	7	48	1
12th Parents - Non-Vocational	486	18	2034	73	214	8	41	1
9th Total Parents	1592	19	6316	74	556	6	93	1
12th Total Parents	936	19	3590	73	338	7	66	1

26 Industry and labor representatives should assist in planning trade and industrial type courses.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1425	30	3060	65	148	3	44	1
12th Parents - Vocational	730	31	1522	65	88	4	19	1
9th Parents - Non-Vocational	1329	28	3161	67	205	4	49	1
12th Parents - Non-Vocational	847	28	2042	66	143	5	41	1
9th Total Parents	2754	29	6221	66	353	4	93	1
12th Total Parents	1577	29	3564	66	231	4	60	1

27 Schools should provide mid-management courses for adults.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	396	12	2057	64	669	21	109	3
12th Parents - Vocational	206	13	1006	63	313	20	61	4
9th Parents - Non-Vocational	308	10	1815	57	838	27	197	6
12th Parents - Non-Vocational	202	10	1226	58	570	27	114	5
9th Total Parents	704	11	3872	61	1507	24	306	5
12th Total Parents	408	11	2232	60	883	24	175	5

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

B GUIDANCE

28 Vocational counseling should be available for all students.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	2034	40	2961	58	106	2	29	1
12th Parents - Vocational	1052	41	1455	57	43	2	14	1
9th Parents - Non-Vocational	1891	37	3100	60	112	2	37	1
12th Parents - Non-Vocational	1210	36	2014	61	70	2	22	1
9th Total Parents	3925	38	6061	59	218	2	66	1
12th Total Parents	2262	38	3469	59	113	2	36	1

29 School counseling services should be available for both youth and adults.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	950	21	2788	63	595	13	97	2
12th Parents - Vocational	450	20	1398	63	325	15	51	2
9th Parents - Non-Vocational	814	19	2667	61	749	17	152	3
12th Parents - Non-Vocational	551	19	1703	60	487	17	111	4
9th Total Parents	1764	20	5455	62	1344	15	249	3
12th Total Parents	1001	20	3101	61	812	16	162	3

30 School counseling services should be available for school drop-outs.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1394	30	2543	55	509	11	211	5
12th Parents - Vocational	705	30	1283	55	251	11	103	4
9th Parents - Non-Vocational	1305	28	2585	55	566	12	238	5
12th Parents - Non-Vocational	871	29	1652	55	359	12	137	5
9th Total Parents	2699	29	5128	55	1075	11	449	5
12th Total Parents	1576	29	2935	55	610	11	240	4

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

31 Students, with the help of their parents, should start career planning by at least the 7th or 8th grade.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1045	22	2401	51	1056	23	183	4
12th Parents - Vocational	438	19	1172	51	574	25	134	6
9th Parents - Non-Vocational	876	19	2225	47	1342	29	259	6
12th Parents - Non-Vocational	498	17	1376	46	929	31	211	7
9th Total Parents	1921	20	4626	49	2398	26	442	5
12th Total Parents	936	18	2548	48	1503	28	345	6

32 More information should be available to students and parents about vocational courses.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	2134	42	2795	56	86	2	15	0
12th Parents - Vocational	1048	42	1390	56	49	2	4	0
9th Parents - Non-Vocational	1851	37	2967	60	119	2	20	0
12th Parents - Non-Vocational	1150	36	1930	60	95	3	21	1
9th Total Parents	3985	40	5762	58	205	2	35	0
12th Total Parents	2198	39	3320	58	144	3	25	0

33 Teachers should relate course content to career planning.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	863	19	3343	75	210	5	32	1
12th Parents - Vocational	465	20	1711	75	87	4	14	1
9th Parents - Non-Vocational	738	16	3494	77	230	5	52	1
12th Parents - Non-Vocational	493	17	2273	77	161	5	26	1
9th Total Parents	1601	18	6837	76	440	5	84	1
12th Total Parents	958	18	3984	76	248	5	40	1

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

34 Students should learn about the world of work during elementary school.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	665	15	2389	54	1106	25	224	5
12th Parents - Vocational	327	15	1188	54	549	25	131	6
9th Parents - Non-Vocational	556	13	2367	54	1158	27	282	6
12th Parents - Non-Vocational	358	13	1536	54	747	26	212	7
9th Total Parents	1221	14	4756	54	2264	26	506	6
12th Total Parents	685	14	2724	54	1296	26	343	7

35 High school graduates should be prepared for further education and/or employment.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	3100	60	2053	39	37	1	18	0
12th Parents - Vocational	1558	60	1018	39	21	1	11	0
9th Parents - Non-Vocational	3185	61	1991	38	51	1	20	0
12th Parents - Non-Vocational	1964	58	1373	41	33	1	18	1
9th Total Parents	6285	60	4044	39	88	1	38	0
12th Total Parents	3522	59	2391	40	54	1	29	0

36 High school students should plan for additional education after graduating.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1448	32	2729	61	261	6	49	1
12th Parents - Vocational	671	31	1321	61	153	7	21	1
9th Parents - Non-Vocational	1571	34	2738	60	248	5	38	1
12th Parents - Non-Vocational	938	32	1742	60	195	7	34	1
9th Total Parents	3019	33	5467	60	509	6	87	1
12th Total Parents	1609	32	3063	60	348	7	55	1

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

37 More vocational guidance is needed in grades 9 through 12.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1877	40	2637	56	157	3	33	1
12th Parents - Vocational	978	41	1271	54	91	4	17	1
9th Parents - Non-Vocational	1581	35	2673	59	243	5	50	1
12th Parents - Non-Vocational	1074	36	1718	57	162	5	39	1
9th Total Parents	3458	37	5310	57	400	4	83	1
12th Total Parents	2052	38	2989	56	253	5	56	1

38 Students should have tentative career plans before entering the 9th grade.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	515	13	2298	56	1082	26	191	5
12th Parents - Vocational	236	12	1191	59	516	25	91	4
9th Parents - Non-Vocational	407	10	2031	50	1366	34	250	6
12th Parents - Non-Vocational	247	9	1312	49	912	34	180	7
9th Total Parents	922	11	4329	53	2448	30	441	5
12th Total Parents	483	10	2503	53	1428	30	271	6

39 After graduation, students should cooperate in any follow-up survey about their employment.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1065	23	3362	72	209	4	45	1
12th Parents - Vocational	537	23	1666	71	104	4	27	1
9th Parents - Non-Vocational	998	21	3451	73	210	4	45	1
12th Parents - Non-Vocational	632	21	2187	73	151	5	31	1
9th Total Parents	2063	22	6813	73	419	4	90	1
12th Total Parents	1169	22	3853	72	255	5	58	1

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

C FINANCES

40 Local financial support for vocational education should be increased.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	896	24	1917	52	629	17	247	7
12th Parents - Vocational	480	25	955	50	350	18	114	6
9th Parents - Non-Vocational	630	18	1782	51	791	23	301	9
12th Parents - Non-Vocational	410	18	1128	50	523	23	192	9
9th Total Parents	1526	21	3699	51	1420	20	548	8
12th Total Parents	890	21	2083	50	873	21	306	7

41 Shop or lab fees for vocational students should be paid for by the Board of Education.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	845	21	1769	44	1136	28	267	7
12th Parents - Vocational	440	21	818	40	653	32	150	7
9th Parents - Non-Vocational	581	15	1544	39	1430	36	406	10
12th Parents - Non-Vocational	342	13	993	38	1015	39	272	10
9th Total Parents	1426	18	3313	42	2566	32	673	8
12th Total Parents	782	17	1811	39	1668	36	422	9

42 The opportunity to earn money should be available to students as part of their vocational education.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1516	31	3013	62	249	5	51	1
12th Parents - Vocational	822	34	1477	61	117	5	25	1
9th Parents - Non-Vocational	1041	22	3139	68	382	8	68	1
12th Parents - Non-Vocational	669	22	2045	68	243	8	68	2
9th Total Parents	2557	27	6152	65	631	7	119	1
12th Total Parents	1491	27	3522	64	360	7	93	2

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

43 The federal government should provide more funds for vocational education.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	2122	47	2008	44	272	6	123	3
12th Parents - Vocational	1033	46	997	44	146	7	69	3
9th Parents - Non-Vocational	1572	37	2017	48	430	10	222	5
12th Parents - Non-Vocational	948	35	1317	48	313	11	147	5
9th Total Parents	3694	42	4025	46	702	8	345	4
12th Total Parents	1981	40	2314	47	459	9	216	4

44 There should be an increase in state monies for vocational education.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1301	32	2315	57	308	8	106	3
12th Parents - Vocational	666	32	1201	58	147	7	53	3
9th Parents - Non-Vocational	1042	26	2346	59	389	10	166	4
12th Parents - Non-Vocational	592	23	1567	62	277	11	105	4
9th Total Parents	2343	29	4661	58	697	9	272	3
12th Total Parents	1258	27	2768	60	424	9	158	3

D FACILITIES AND EQUIPMENT

45 Vocational schools should be equipped with closed-circuit TV facilities.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	434	13	1774	53	882	26	268	8
12th Parents - Vocational	212	12	835	49	504	30	152	9
9th Parents - Non-Vocational	337	10	1786	53	959	28	290	9
12th Parents - Non-Vocational	221	10	1039	49	649	30	228	11
9th Total Parents	771	11	3560	53	1841	27	558	8
12th Total Parents	433	11	1874	49	1153	30	380	10

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

46 Vocational education classrooms should reflect business and industrial settings.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	974	22	3099	71	272	6	44	1
12th Parents - Vocational	583	26	1515	67	132	6	17	1
9th Parents - Non-Vocational	875	20	3145	71	356	8	31	1
12th Parents - Non-Vocational	580	20	2010	71	230	8	30	1
9th Total Parents	1849	21	6244	71	628	7	75	1
12th Total Parents	1163	23	3525	69	362	7	47	1

47 The teaching of job skills requires the use of equipment similar to that used in business and industry.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1470	30	3341	68	86	2	22	0
12th Parents - Vocational	803	32	1622	66	40	2	7	0
9th Parents - Non-Vocational	1229	25	3575	72	110	2	20	0
12th Parents - Non-Vocational	795	25	2279	72	77	2	28	1
9th Total Parents	2699	27	6916	70	196	2	42	0
12th Total Parents	1598	28	3901	69	117	2	35	1

48 Industrial and business type equipment should be used in vocational education.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1318	27	3453	71	87	2	25	1
12th Parents - Vocational	681	28	1738	71	33	1	11	0
9th Parents - Non-Vocational	1125	23	3641	75	91	2	18	0
12th Parents - Non-Vocational	720	23	2322	74	70	2	14	0
9th Total Parents	2443	25	7094	73	178	2	43	0
12th Total Parents	1401	25	4060	73	103	2	25	0

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

E STAFF

49 Vocational teachers should be willing to assist their pupils in getting their first job.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1345	29	2666	58	498	11	70	2
12th Parents - Vocational	827	35	1279	54	210	9	32	1
9th Parents - Non-Vocational	1098	25	2696	60	581	13	90	2
12th Parents - Non-Vocational	734	25	1786	61	345	12	57	2
9th Total Parents	2443	27	5362	59	1079	12	160	2
12th Total Parents	1561	30	3065	58	555	11	89	2

50 Vocational teachers should have work experience in the field which they teach.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	2867	56	2166	42	70	1	10	0
12th Parents - Vocational	1480	58	1030	40	46	2	4	0
9th Parents - Non-Vocational	2762	54	2243	44	111	2	12	0
12th Parents - Non-Vocational	1734	53	1470	45	84	3	12	0
9th Total Parents	5629	55	4409	43	181	2	22	0
12th Total Parents	3214	55	2500	43	130	2	16	0

51 There should be more counselors in our schools.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1231	31	1968	49	593	15	184	5
12th Parents - Vocational	647	32	948	47	333	16	96	5
9th Parents - Non-Vocational	1163	30	1821	46	719	18	221	6
12th Parents - Non-Vocational	808	31	1199	45	479	18	156	6
9th Total Parents	2394	30	3789	48	1312	17	405	5
12th Total Parents	1455	31	2147	46	812	17	252	5

TABLE 5.01

RESPONSES OF 9TH GRADE PARENTS COMPARED TO
RESPONSES OF 12TH GRADE PARENTS

52 Guidance counselors should have more than one year of employment outside of education.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1465	36	2303	56	292	7	36	1
12th Parents - Vocational	795	39	1097	53	144	7	17	1
9th Parents - Non-Vocational	1454	36	2208	54	364	9	30	1
12th Parents - Non-Vocational	962	37	1363	52	263	10	25	1
9th Total Parents	2919	36	4511	55	656	8	66	1
12th Total Parents	1757	38	2460	53	407	9	42	1

53 Job training instructors should relate teaching to employment needs.

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Parents - Vocational	1204	25	3415	72	136	3	21	0
12th Parents - Vocational	614	25	1748	72	66	3	9	0
9th Parents - Non-Vocational	1159	24	3510	72	152	3	27	1
12th Parents - Non-Vocational	743	24	2288	73	89	3	24	1
9th Total Parents	2363	25	6925	72	288	3	48	0
12th Total Parents	1357	24	4036	72	155	3	33	1

TABLE 5.02

RESPONSES OF 9TH GRADE STUDENTS COMPARED TO
RESPONSES OF 12TH GRADE STUDENTS

A CURRICULUM

		Strongly Agree		Agree		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%
1	In general, the high school program in our district is highly satisfactory.								
	9th Grade Total	1498	12	6881	55	2697	22	1361	11
	12th Grade Total	709	8	3706	40	2978	32	1929	21
2	The opportunity for employment preparation should be available in high school.								
	9th Grade Total	4629	31	9842	65	498	3	170	1
	12th Grade Total	3671	34	6898	63	241	2	74	1
3	Schools should place more emphasis on preparing students for employment.								
	9th Grade Total	3327	25	8335	63	1358	10	286	2
	12th Grade Total	2921	30	5475	57	1007	10	214	2
4	Vocational education should provide knowledge and develop skills for employment.								
	9th Grade Total	4432	30	9762	66	495	3	183	1
	12th Grade Total	3797	35	6847	63	165	2	78	1
5	Job placement should be a responsibility of the schools.								
	9th Grade Total	1459	12	3563	30	5519	46	1461	12
	12th Grade Total	1260	15	2598	31	3845	45	804	9
6	The number of vocational education programs offered should be large enough to meet the needs of all interested students.								
	9th Grade Total	6607	43	7930	51	633	4	272	2
	12th Grade Total	4731	44	5705	52	329	3	107	1

TABLE 5.02

RESPONSES OF 9TH GRADE STUDENTS COMPARED TO
RESPONSES OF 12TH GRADE STUDENTS

		Strongly Agree		Agree		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%
7	Opportunities for free vocational education should be made available after high school.								
	9th Grade Total	2966	24	6762	54	2208	18	672	5
	12th Grade Total	1899	22	3986	47	2034	24	538	6
8	There should be more opportunities for high school youth to develop leadership skills.								
	9th Grade Total	4783	33	9039	62	516	4	152	1
	12th Grade Total	3883	38	6021	58	329	3	80	1
9	The schools should provide high school youth with employable skills for jobs after graduation.								
	9th Grade Total	5185	35	8001	54	1180	8	330	2
	12th Grade Total	4683	44	5185	49	622	6	133	1
10	Students should not be permitted to drop out of school without having a job.								
	9th Grade Total	4371	31	4093	29	3037	22	2528	18
	12th Grade Total	2608	28	2740	29	2561	27	1573	17
11	Students should study the role of business and industry in our society.								
	9th Grade Total	2095	17	8770	71	115[illegible]	9	355	3
	12th Grade Total	1551	16	7148	76	595	6	165	2
12	More job training courses should be provided in our schools.								
	9th Grade Total	4886	35	8113	58	677	5	217	2
	12th Grade Total	3418	35	5656	58	529	5	130	1

TABLE 5.02

RESPONSES OF 9TH GRADE STUDENTS COMPARED TO
RESPONSES OF 12TH GRADE STUDENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
13 Clubs and other sponsored after school activities should be just as important as classroom work.	No.	%	No.	%	No.	%	No.	%
9th Grade Total	3825	29	6192	47	2373	18	923	7
12th Grade Total	2377	26	4011	43	2082	22	820	9
14 Local agriculture-related businesses should assist in planning agriculture education programs.								
9th Grade Total	1962	17	7955	71	1005	9	309	3
12th Grade Total	1764	20	6538	73	506	6	166	2
15 Students interested in learning how to grow plants and/or care for animals should have the opportunity to enroll in agricultural education programs.								
9th Grade Total	4734	32	8924	61	626	4	352	2
12th Grade Total	2975	29	6930	67	317	3	129	1
16 Courses related to data processing (computers) should be available in high schools.								
9th Grade Total	4188	30	8317	60	969	7	398	3
12th Grade Total	3285	32	5970	59	685	7	195	2
17 More office occupation courses should be provided in high school.								
9th Grade Total	2937	24	7239	60	1580	13	300	2
12th Grade Total	1942	23	4674	56	1461	18	238	3
18 Representative business and office employers should assist in planning office education programs.								
9th Grade Total	2320	20	8300	70	938	8	250	2
12th Grade Total	2213	24	6421	69	488	5	144	2

TABLE 5.02

RESPONSES OF 9TH GRADE STUDENTS COMPARED TO
RESPONSES OF 12TH GRADE STUDENTS

		Strongly Agree		Agree		Disagree		Strongly Disagree	
		No.	%	No.	%	No.	%	No.	%
19	Every high school graduate should have a course in typing.								
	9th Grade Total	2221	18	4531	36	4005	32	1809	14
	12th Grade Total	1594	18	3566	40	2764	31	937	11
20	Office jobs require specific skills which should be taught in high school.								
	9th Grade Total	3669	27	8952	65	849	6	287	2
	12th Grade Total	2598	26	6544	67	522	5	146	1
21	Distributive education courses should relate to local wholesale and retail marketing.								
	9th Grade Total	1131	13	5794	67	1351	16	404	5
	12th Grade Total	1131	15	5358	71	865	11	233	3
22	The best way to learn marketing is through on-the-job experiences.								
	9th Grade Total	4086	30	7867	59	1148	9	325	2
	12th Grade Total	3104	33	5670	60	593	6	144	2
23	Training in personal income management should be available for students.								
	9th Grade Total	3086	23	9084	69	792	6	229	2
	12th Grade Total	2822	28	6795	68	321	3	105	1
24	Students should have the opportunity to study home and family living.								
	9th Grade Total	2947	22	8778	66	1196	9	377	3
	12th Grade Total	2017	21	6393	68	781	8	225	2

TABLE 5.02

RESPONSES OF 9TH GRADE STUDENTS COMPARED TO
RESPONSES OF 12TH GRADE STUDENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
25 Schools should provide an opportunity for students to learn how to spend money wisely.	No.	%	No.	%	No.	%	No.	%
9th Grade Total	4162	29	7985	55	1558	11	710	5
12th Grade Total	2386	24	5911	61	1055	11	390	4
26 High school youth should have the opportunity to learn how to care for young children.								
9th Grade Total	4072	30	7607	57	1272	9	452	3
12th Grade Total	2170	23	5836	63	958	10	320	3
27 Schools should teach future homemakers how to cook, sew, and maintain the home.								
9th Grade Total	5891	39	8177	54	722	5	356	2
12th Grade Total	3655	35	6278	60	379	4	173	2
28 A course to prepare young people for marriage should be offered in high school.								
9th Grade Total	4717	35	5793	43	1764	13	1106	8
12th Grade Total	3630	37	4631	48	882	9	564	6
29 Students should have more opportunity to study the labor movement in America.								
9th Grade Total	1817	17	7006	66	1482	14	387	4
12th Grade Total	1247	16	5166	67	1106	14	238	3
30 There ought to be high school vocational programs to prepare youth for the health occupations.								
9th Grade Total	2613	21	8594	70	876	7	228	2
12th Grade Total	2236	24	6400	70	447	5	111	1

TABLE 5.02

RESPONSES OF 9TH GRADE STUDENTS COMPARED TO
RESPONSES OF 12TH GRADE STUDENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
31 Industry and labor representatives should assist in planning trade and industrial type courses.	No.	%	No.	%	No.	%	No.	%
9th Grade Total	2365	20	8461	71	876	7	281	2
12th Grade Total	2422	25	6601	69	411	4	121	1
32 Students should be helped to understand the advantages and disadvantages of union membership.								
9th Grade Total	4429	30	9323	64	591	4	230	2
12th Grade Total	3529	34	6620	63	244	2	113	1

B GUIDANCE

	Strongly Agree		Agree		Disagree		Strongly Disagree	
33 Vocational counseling should be available for all students.	No.	%	No.	%	No.	%	No.	%
9th Grade Total	6509	41	8853	56	451	3	137	1
12th Grade Total	5468	49	5529	49	169	2	73	1
34 School counseling services should be available for both youth and adults.								
9th Grade Total	3522	25	8739	63	1171	8	412	3
12th Grade Total	2627	27	6126	62	811	8	241	2
35 School counseling services should be available for school drop-outs.								
9th Grade Total	5070	34	6950	46	1907	13	1055	7
12th Grade Total	4245	40	4834	46	961	9	460	4
36 Guidance counselors help students make wise career plans.								
9th Grade Total	3433	26	7559	57	1524	11	800	6
12th Grade Total	1598	19	3858	45	1807	21	1354	16

TABLE 5.02

RESPONSES OF 9TH GRADE STUDENTS COMPARED TO
RESPONSES OF 12TH GRADE STUDENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
37 Upon request, a counselor should explain the results of standardized tests to each individual.	No.	%	No.	%	No.	%	No.	%
9th Grade Total	3734	29	8009	62	934	7	308	2
12th Grade Total	3432	34	6081	60	390	4	149	1
38 Counselors should help students plan their careers.								
9th Grade Total	3391	25	7951	58	1607	12	810	6
12th Grade Total	2116	22	5604	59	1118	12	623	7
39 Students, with the help of their parents should start career planning by at least the 7th or 8th grade.								
9th Grade Total	2715	20	5661	42	3660	27	1520	11
12th Grade Total	1421	15	3170	34	3103	34	1562	17
40 More information should be available to students and parents about vocational courses.								
9th Grade Total	5608	37	8915	59	523	3	163	1
12th Grade Total	3976	37	6272	59	304	3	73	1
41 Teachers should relate course content to career planning.								
9th Grade Total	2470	20	8862	70	979	8	269	2
12th Grade Total	2326	24	6669	69	571	6	146	2
42 Students should learn about the world of work during elementary school.								
9th Grade Total	1617	13	5094	40	4605	36	1514	12
12th Grade Total	977	11	3365	39	3417	39	931	11

TABLE 5.02

RESPONSES OF 9TH GRADE STUDENTS COMPARED TO
RESPONSES OF 12TH GRADE STUDENTS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
43 In our school more occupational information should be available to students.	No.	%	No.	%	No.	%	No.	%
9th Grade Total	4352	30	9333	64	692	5	186	1
12th Grade Total	3358	32	6458	62	435	4	101	1
44 Occupational information should be provided to students through business and industrial tours.								
9th Grade Total	3396	25	8957	67	795	6	231	2
12th Grade Total	2444	25	6705	69	489	5	121	1
45 High school graduates should be prepared for further education and/or employment.								
9th Grade Total	6189	40	8581	56	476	3	185	1
12th Grade Total	5496	50	5175	47	229	2	91	1
46 High school students should plan for additional education after graduating.								
9th Grade Total	3668	29	6720	53	1698	13	526	4
12th Grade Total	2534	30	4557	53	1194	14	293	3
47 Our schools should help students find part-time jobs.								
9th Grade Total	5305	38	6631	47	1684	12	501	4
12th Grade Total	3031	32	4734	50	1411	15	340	4
48 Student interests and opinions help school administrators plan courses.								
9th Grade Total	4510	33	8130	60	647	5	256	2
12th Grade Total	4558	44	5442	52	314	3	127	1

TABLE 5.02

RESPONSES OF 9TH GRADE STUDENTS COMPARED TO
RESPONSES OF 12TH GRADE STUDENTS

49 More vocational guidance is needed in grades 9 through 12.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Grade Total	4450	34	7311	55	1096	8	352	3
12th Grade Total	3742	38	5286	54	618	6	192	2
50 Students should have tentative career plans before entering the 9th grade.								
9th Grade Total	1795	14	5688	46	3660	30	1239	10
12th Grade Total	845	10	3551	41	3083	36	1131	13
51 After graduation, students cooperate in any follow-up survey about their employment.								
9th Grade Total	1624	14	8043	69	1427	12	487	4
12th Grade Total	1179	14	5982	70	1029	12	336	4

C FINANCES

52 Local financial support for vocational education should be increased.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Grade Total	2463	23	6444	59	1389	13	600	6
12th Grade Total	2136	26	4517	56	938	12	494	6
53 Shop or lab fees for vocational students should be paid for by the Board of Education.								
9th Grade Total	4345	33	4758	36	2945	23	988	8
12th Grade Total	2427	28	2882	33	2716	31	769	9
54 The opportunity to earn money should be available to students as part of their vocational education.								
9th Grade Total	5688	39	7983	54	826	6	258	2
12th Grade Total	3815	37	5729	56	535	5	151	1

TABLE 5.02

RESPONSES OF 9TH GRADE STUDENTS COMPARED TO
RESPONSES OF 12TH GRADE STUDENTS

D FACILITIES AND EQUIPMENT

	Strongly Agree		Agree		Disagree		Strongly Disagree	
55 Vocational school should be equipped with closed-circuit TV facilities.	No.	%	No.	%	No.	%	No.	%
9th Grade Total	2773	25	5069	46	2263	20	987	9
12th Grade Total	1471	21	3053	43	1803	25	765	11
56 Vocational education classrooms should reflect business and industrial settings.								
9th Grade Total	2530	20	8159	66	1358	11	338	3
12th Grade Total	2432	26	6228	66	700	7	140	1
57 Students should be willing to attend another school in the area if it offers a vocational program they want and is not available in their school.								
9th Grade Total	5816	42	6459	46	949	7	743	5
12th Grade Total	3997	40	5007	50	515	5	417	4

E STAFF

	Strongly Agree		Agree		Disagree		Strongly Disagree	
58 Vocational teachers should be willing to assist their pupils in getting their first job.	No.	%	No.	%	No.	%	No.	%
9th Grade Total	5516	37	8240	55	1008	7	263	2
12th Grade Total	4387	42	5435	52	565	5	116	1
59 Vocational teachers should have work experience in the field which they teach.								
9th Grade Total	8941	55	6929	42	384	2	136	1
12th Grade Total	6801	61	4143	37	203	2	56	0
60 There should be more counselors in our schools.								
9th Grade Total	3523	28	5717	45	2587	20	961	8
12th Grade Total	3676	38	3878	40	1494	15	594	6

TABLE 5.02

RESPONSES OF 9TH GRADE STUDENTS COMPARED TO
RESPONSES OF 12TH GRADE STUDENTS

61 School administrators should be available to talk to students during the school day.	Strongly Agree		Agree		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
9th Grade Total	4400	30	9362	64	642	4	256	2
12th Grade Total	3943	37	6220	58	338	3	151	1